DOCUMENT RESUME

ED 383 237 FL 800 989

AUTHOR	Auerbach, Charles
TITLE	Chase and NYANA: A Partnership To Remove Barriers to Job Performance 1993-94. Final Report.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	Feb 95
CONTRACT	V198A30228-93
NOTE	349p.
PUB TYPE	Reports - Evaluative/Feasibility (142) -- Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC14 Plus Postage.
DESCRIPTORS	Banking; Communication Skills; *Finance Occupations; Interpersonal Communication; *Limited English Speaking; Literacy Education; Program Descriptions; Program Evaluation; *Public Relations; Second Language Instruction; Skill Development; Student Characteristics; *Vocational Adjustment; *Vocational English (Second Language); Work Environment
IDENTIFIERS	Chase Manhattan Bank NY; New York Association for New Americans Inc; Workplace Literacy

ABSTRACT

A workplace literacy program implemented cooperatively by the New York Association for New Americans, Inc. (NYANA) and Chase Manhattan Bank is reported. The federally-funded project provided individualized communication workplace behavior and skills training in English as a Second Language for 30 limited-English-proficient bank employees working in positions with customer contact or direct supervisory responsibilities. The final performance report contains an external evaluation report, a summary of project accomplishments, program schedules, and characteristics of program participants and describes activities for dissemination, institutionalization, evaluation, and staffing. The substantial appended materials include the curriculum (narrative and unit outline), notes on teacher training (narrative and workshop agendas), staff and faculty curricula vitae, samples and forms for individualized educational plans, notes on program activities, articles concerning the program that appeared in the media, and program evaluation instruments. It is concluded that all the program objectives were fully realized, despite some major organizational and technological changes occurring during the period of the project. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Chase and NYANA: A Partnership to Remove Barriers to Job Performance 1993-94

Award number: V198A30228-93

ED 383 237

FINAL REPORT

FL 800989

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY
Greta
Grossman
TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

BEST COPY AVAILABLE

Chase and NYANA: A Partnership to Remove Barriers to Job Performance 1993-94
Award number: V198A30228-93

Table of Contents

A. Final Financial Status Report (Standard Form 269)

B. Final External Evaluation Report

C. Final Performance Report

Project Summary 2

I. Program Objectives and Accomplishments 7
  1. Recruitment and enrollment 8
  2. Construction of Individual Educational Plans (IEPs) 10
  3. English language instruction 14
  4. Work-related English instruction 14
  5. Instruction in American workplace practices and conventions 16
  6. Release time 18
  7. Reimbursement of travel expenses 18
  8. Review of IEPs student/teacher IEP meetings 19
  9. Program evaluation *(see section V)* 20
  10. Institutionalization of program successes *(see section IV)* 20
  11. Promotion of program model: dissemination activities *(see section IV)* 20

II. Program Schedules 22
  Program operations and schedule 22
  Program calendar 26
  Course schedules 29

III. Characteristics of Program Participants 39
  1. Characteristics of participants who completed program 45
  2. Characteristics of participants who did not complete the program 47
  3. Characteristics of employees who were recruited but not enrolled 48
  4. Program parameters 49
  5. Summary data 50

IV. Dissemination Activities and Institutionalization 54

V. Evaluation Activities 58

VI. Project Staff and Changes in Key Personnel 64

Chase and NYANA: A Partnership to Remove Barriers to Job Performance 1993-94
Award number: V198A30228-93

Table of Contents

VII. Appendices

A. Curriculum 2
    Narrative
    Unit outline and materials

B. Teacher Training 51
    Narrative
    Workshop & Meeting Session Agendas

C. Curriculum Vitae 72
    Administrative staff
    Teaching faculty

D. Individualized Educational Plans 88
    Samples
    Forms

E. Program Activities 115
    Managers' activities and involvement
    Participants' orientation and focus groups

F. Program Articles 154

G. Program Evaluation Instruments 164

B. FINAL EXTERNAL EVALUTION REPORT

Charles Auerbach, D.S.W. Consultant

203 7th Avenue Brooklyn, New York 11215

718-788-4959 **718-788-3322 (Fax)**

Sam Goldstein, D.S.W.
Director of Educational Services
NYANA
17 Battery Place
New York, NY 10004-1102

February 20, 1995

Dear Dr. Goldstein,

Enclosed please find a copy of the final evaluation for the Chase / NYANA: A Partnership to Remove Barriers to Job Performance 1993-1994 . The evaluation is based upon the National Workplace Literacy Program objective to produce improvement in workplace literacy leading to improvement in workplace productivity.

I am pleased to report that based upon the findings presented in the evaluation, it is my opinion that the Chase / NYANA program has achieved its objective of improved English competency / communication competency and improved workplace performance. There was statistically significant improvement in English competency (P =.001) as well as workplace performance. There was also a relationship between improved English competency / communication competency and workplace performance.

The evaluation could not have been accomplished without the help and cooperation of your team.

If you have any questions feel free to contact me.

Sincerely,

Charles Auerbach

Charles Auerbach, D.S.W.

Introduction

The following is a report on the ongoing evaluation "Chase and NYANA: A Partnership to Remove Barriers to Job Performance." Before the beginning of cycle 1, the evaluator had several meetings with Ms. Greta Grossman, Project Director, and Dr. Sam Goldstein, Director of Educational Services at NYANA to discuss changes based upon the previous evaluation. As a result of these meetings and feedback from Chase's administration and managers, the evaluations tools were altered. A number of the questionnaires were shortened. The Individual Educational Plans (IEPs) were changed so that a quantitative scale measuring the degree to which the student reached his/her objectives was devised. There was more direct participation of participants early in the program. Teachers had more direct contact with the students' work situation. In the first year, teachers made only one visit to the workplace. Therefore, they relied heavily on the observations of the curriculum development team. This change in process clearly contributed to the overall success of the IEPs and the program.

As in the previous evaluation, students' English competency was tested and recorded on video. In the previous evaluation there was too much inconsistency between raters, and the data could not be used statistically . Because of this, the evaluator recommended to the Project Director that there should be more staff training to evaluate the videos. Staff were given clear criteria to rate each of the videos, thus creating greater consistency between raters.

The evaluator also met with teachers to obtain feedback on the program. Teachers were included in every step of the process including the needs assessment and curriculum activities. Teachers became very familiar with the Bank and the students' workplace through site visits and observation of Bank work tasks.

It is the opinion of the evaluator that the inclusion of teachers in every aspect of the program is a major contributor to the program's success. Through my meetings with the staff, it became clear that there was excellent communication between the Director of Educational Services, the Project Director, the teachers and the Bank's administrative team. This was a result of an already excellent prior relationship between team members.

Findings

The findings of this report will demonstrate that "Chase and NYANA: A Partnership to Remove Barriers to Job Performance 1993-1994" has met its 11 stated objectives.

-There was a correlation between improvement on IEP objectives and the Bank's professional work assessment of participants.

-There was improvement in the Bank's professional assessments of the participants.

-15% of the participants were promoted.

- 90% of the participants improved in English competency.

-95% of the participants showed improvement in their IEPS.

-There was statistically significant improvement in 16 of the 17 English competencies measured.

-There was a correlation between improved score on the TOEIC and improved professional assessments.

-The students gave a very positive assessment of the program and felt that it helped to improve their work skills.

- Students attended 85% of the scheduled classes

-There was a correlation between improvement on IEP objectives and the Bank's professional work assessment of participants.

The following is a report based upon two learning cycles of the Chase/ NYANA Workplace Literacy Project. The total number of students referred to the program was 34; 30 of these began the program, and 22 completed the program. The students were tested before the training and after the training on English ability and professional performance. The major test of English ability was the TOEIC. Managers responsible for participants in the program were required to rate the participants in the following areas before, mid course, and after the program:

- **Oral Comprehension**
- **Oral Production**
- **Non - Verbal Communication**
- **Para - Verbal Communication**
- **Reading Comprehension**
- **Written Production**
- **Observation**
- **Self Awareness**
- **Understanding of Others Expectations**
- **Concentration**
- **Organization**
- **Divergent Thinking Skills**
- **Confidence in Communication**
- **Initiative**
- **Cooperation**
- **Diplomacy**
- **Integration into Corporate Culture**

The 17 items were rated on a scale of 1 to 5: 1 = excellent, 2 = good, 3 = satisfactory, 4 = needs work and 5 = unsatisfactory. The participants themselves were also asked to rate the same 17 areas of English competencies

The managers were also required to provide a professional assessment on each participant. This was accomplished using the Bank's own established professional assessment tool. By using the Bank's evaluation form, improvement in English competency can be related to the Bank's own definition of professional functioning.

IEPs were also developed for each student. Students, teachers and Bank managers rated progress on meeting the stated individual objectives on a 5 point scale. The value of 1 indicates that the "objective was fully achieved" while a 5 indicates "no improvement"

Description of Sample

Again, the total number of students referred to the program was 34; a total of 30 students began the program. Of this group, 22 completed the program. Of the total of 30 , 21 (63.6%), are female and 9 (36.4%), are male. The mean years living in the United States for this group is 13.5

Table 1
Primary Language

Primary Language	*Frequency*	*Percent*
Arabic	*1*	*3.3*
Burmese	*2*	*6.6*
Chinese	*6*	*20.0*
English	*3*	*10.0*
French	*1*	*3.3*
Hebrew	*1*	*3.3*
Hungarian	*1*	*3.3*
Russian	*6*	*20.0*
Spanish	*8*	*27.0*
Urdu	*1*	*3.3*

years (SD = 9.7 years).

The primary languages of the respondents varied. Table 1 provides a breakdown by primary language: Spanish and Chinese speaking participants accounted for 47% of the sample. Participants were in front line clerical or supervisory positions that required customer contact. The mean years in their current position is 4.3 years (SD = 3.6 years). The participants also come from 18 different branches of the Bank.

The students attended 85% of their classes. There was only a small difference between cycles. The attendance rates for each cycle are as follows: for cycle 1, 86.3% (sd = 11.3%); for cycle 2, 83.6% (sd =10.27%).

Assessment of English Performance

As mentioned, English competency was measured using the TOEIC. As Figure 1 depicts, the average scores on the TOEIC improved from time 1 (524.8) to time 2 (596.1). These differences were statistically significant. ($t = -5.89$; $P < .000$) There was no statistical difference between cycles on the time 1 TOEIC measure ($t = 1.9$; $P=.07$). Still, the cycle 1 students did begin at a higher level (690 compared to 430). Almost 87% of the students showed improvement in the TOEIC. ($T = -6.2$; $P <.001$). As table 2 indicates, there was improvement in English competency for both cycles.

Figure 1

Mean TOEIC Before and After

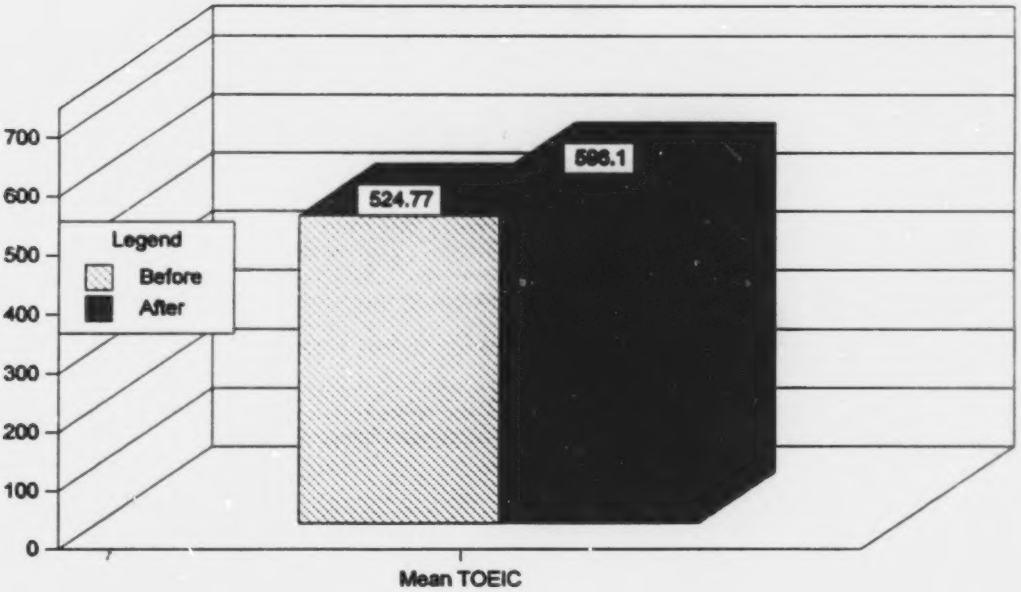


Table 2

T-Test Before and After on TOEIC by Cycle

Cycle	Before Mean	After Mean	T-value	P Value
1	690	745	-3.28	.014
2	430	510	-4.92	.000

Video Assessment

The students were tested on video tape interviews before and after. Eleven of the tapes were randomly selected for evaluation. The raters did not know if the interview wasa pre or post or the cycle. The students were assessed on the following abilities by 3 independent raters: 1-Ability to use 1-non verbal and Para verbal communication, 2-ability to speak English, 3-ability to understand spoken English, 4-ability to participate in conversation and 5-self awareness. The only area to show statistically significant improvement was the ability to understand spoken English ($t = 2.3$; $p = .04$). Although, the other areas tended to show improvement, the amount of change was not great enough for statistical significance given the small sample size. The raters' verbal feedback confirmed this in that for the most part they saw improvements. The tool developed seems to be both valid and reliable and should be used in the future.

Managers Assessment of Competencies

The managers' assessments of the participants also indicated improvements. During time 1 (before), the managers' overall rating on the 17 competencies (see table 3) mentioned above was 3.3, a "satisfactory" rating. During time 2 (after) the total scores improved to 2..9, a "good" rating (T = 2.59; P <.02). Table 3 indicates that there was statistically significant improvement in all English competencies except for "cooperation" between time 1 and time 2. Cooperation was extremely high at time 1 (mean = 1.7).

Table 3[1]

Mean Manager Assessment Before and After

Item	*Mean Before*	*Mean After*	*T - Value*	*2-Tail Sig*
Oral Comprehension	2.9	1.8	4.31	.000
Oral Production	3.1	2.0	3.96	.000
Reading Comprehension	2.9	1.9	3.94	.000
Written Production	3.4	2.1	4.46	.000
Organization of Ideas	2.9	2.0	4.75	.000
Non Verbal Communication	2.6	1.8	2.99	.005
Para Verbal Communication	2.7	1.9	3.05	.005
Observation	2.5	1.6	4.35	.000
Self Awareness	2.9	1.8	4.52.	.000
Concentration	2.9	1.8	4.72	.000
Divergent Thinking Skills	2.9	2.0	3.58	.001
Confidence in Communication	3.0	1.8	5.23	.000
Initiative	2.4	1.8	2.68	.012
Understanding Others' Expectations	2.8	1.9	2.97	.006
Diplomacy	2.5	1.9	2.46	.019
Cooperation	1.7	1.4	1.58	.123
Integration into corporate Culture	2.3	1.7	2.64	.013

---

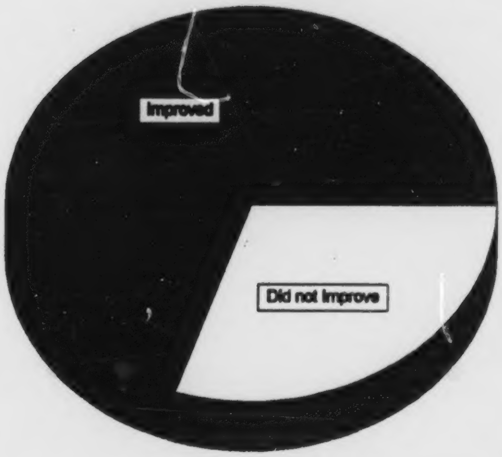
[1] 1 = Excellent; 2 = Good; 3 = Satisfactory; 4 = Needs Work; 5 = Unsatisfactory

Changes in Professional Behavior

As figure 2 indicates, almost 70% of the students had improved ratings in professional assessments on the Bank's appraisal form.. There was no statistical difference between cycles on the time 1 professional assessment measure .

Figure 2

Improvement in Professional Behavior



As table 4 indicates, there is a relationship between improved competencies and the Bank's professional assessment. There was specific improvement in the following areas: Oral Comprehension, Oral Production , Organization of Ideas, Non Verbal Communication, Observation,

Table 4

Correlations between Change in English Competency and Bank's Professional Evaluation

Item	Correlation
Oral Comprehension	.21
Oral Production	.16
Reading Comprehension	.08
Written Production	.09
Organization of Ideas	.21
Non Verbal Communication	.31
Para Verbal Communication	.10
Observation	.52
Self Awareness	.25
Concentration	.14
Divergent Thinking Skills	.05
Confidence in Communication	.21
Initiative	.29
Understanding Others' Expectations	.02
Diplomacy	.05
Cooperation	.09
Integration into Corporate Culture	.24

Self Awareness, Confidence in Communication, Initiative and Integration into Corporate Culture. As these competencies improved, scores on the Bank's professional assessment improved. Similarly, there was a correlation of .4 between the TOEIC and the professional assessment.

In confirmation of these findings, a Chase manager writes about the achievement of his worker:

> Over the past several months, we have noticed a change in _____. She has shown a greater interest in her job as well as in what the people around her are doing. As a result of her attendance in the six month NYANA program, her communication has greatly improved. She takes the initiative to put these new skills to work each day.

Another manager writes:

> ______ is a very good team player and has drawn on this skill in helping the department to meet deadlines. During a co-worker absence, she pitched in to assist where most needed.

Students' Perception

Table 5 indicates that the students felt they had improved various competencies. They are as follows: Reading Comprehension, Written Production, Concentration, Confidence in Communication, Initiative and Integration into Cooperate Culture. They felt they improved on 6 out of the 17 competencies.

Table 5

Mean Assessment Before and After on Students Perception[2]

Item	*Mean Before*	*Mean After*	*T - Value*	*2 tail Sig*
Reading Comprehension	*11.8*	*10.0*	*2.3*	*.05*
Written Production	*8.1*	*6.5*	*4.0*	*.00*
Concentration	*9.3*	*7.4*	*2.6*	*.03*
Confidence in Communication	*14.2*	*9.7*	*5.2*	*.00*
Initiative	*10.3*	*8.2*	*2.5*	*.02*
Integration into corporate Culture	*9.7*	*7.8*	*3.3*	*.03*

Manager's Final Bank Survey

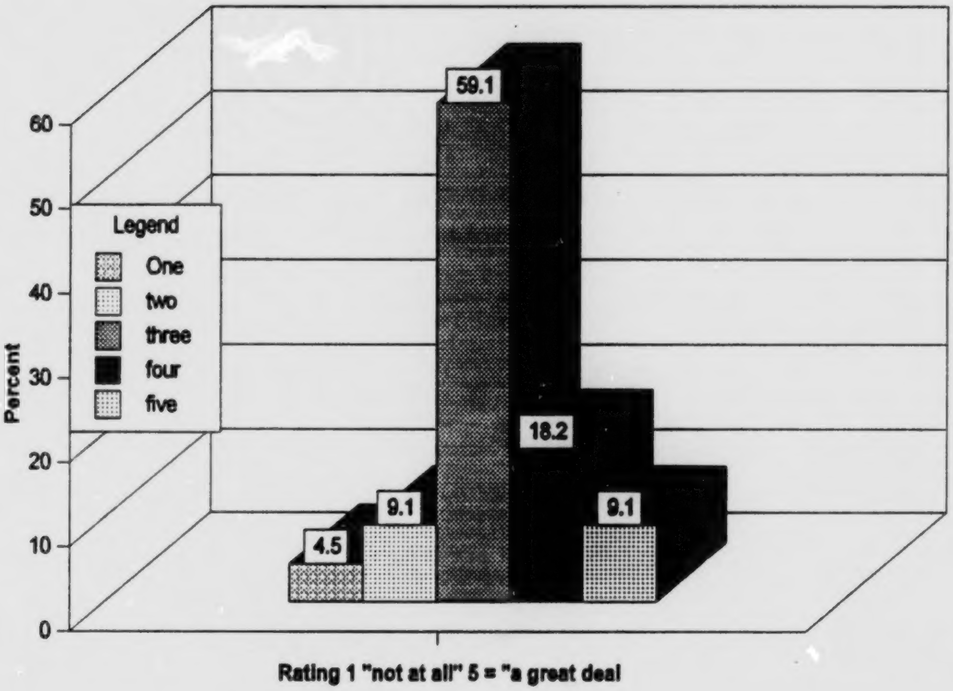
The managers were also requested to rate the students on the following question: "Please use the rating scale below to rate the amount to which the NYANA participants' performance has improved." A score of 1 signifies "no improvement" and a score of 5 signifies "a great deal of improvement." Figure 3 indicates that the managers felt that the majority of students showed improvement. Fifty-nine percent of the students received a rating of 3, 18.2% received a rating of 4 and 9.1% had a rating of 5. Although there was only a few months interval, the majority of managers indicated that participation in the NYANA program improved work performance. In fact over 85% of the participants showed improvement.

---

[2] There are several questions for each competency. The questions were summated to form a composite score. The higher the score, the more perceived difficulty in an area.

Figure 3

Improvement In Work Performance



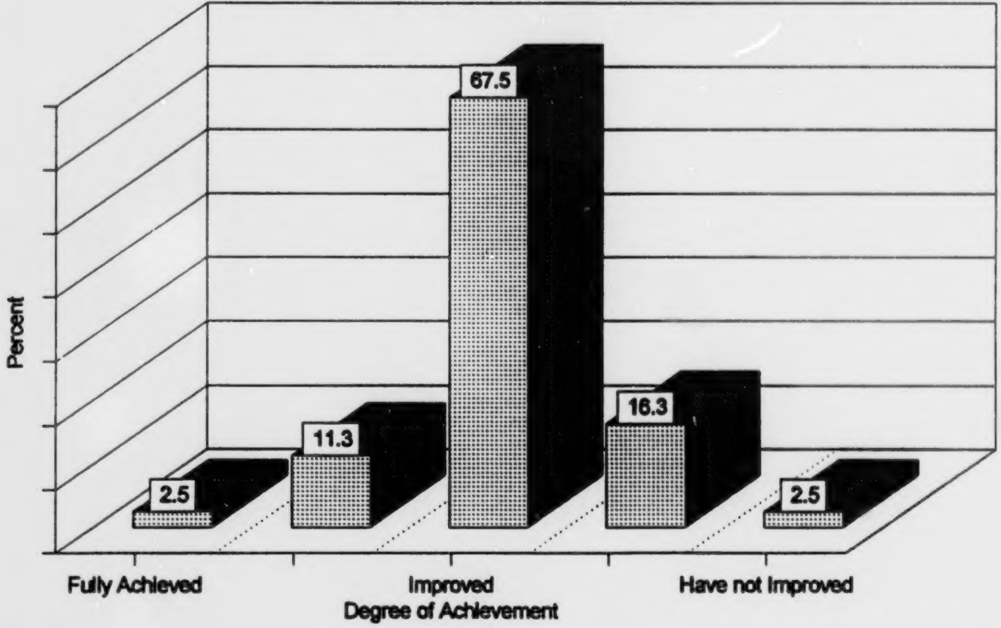
Data was also collected on job attendance, lateness, positive/negative customer feedback and a number of other subjective indicators. These factors yielded no significant change. It is important to note that 15% of those who completed the program were promoted.

IEPS

The students, teachers and managers rated progress on achievement of IEP objectives. All 3 groups indicated that over 90% of the IEP objective were met. This is clearly above the state objective of 75% (see objective 9). Figure 4 indicates that according to the managers 97.5% of all the participants goals showed improvement in achievement of their goals. There was also a moderate correlation of .36 between the Bank's easement of professional growth and achievement of IEP goals.

Figure 4

Managers Achievement of IEP Objectives



Because the teachers had an excellent understanding of the workplace, IEPs were developed that were relevant to the participants' job situation. The strong integration of the IEP objectives to the workplace contributed to the program's success.

Student Evaluation of Program

The students were requested to respond to a series of 11 questions about their experiences in the program. They were asked if they 1="strongly agree", 2 = "Agree" 3 "Unsure" 4 "disagree" 5 "strongly Disagree" with statements in table 6. Overall, the students rated their experience in the program as positive. They also felt strongly that the program was linked to the job situation.

Table 6

Student Satisfaction

Item	Mean
I feel better about my communication skills	2.0
At work , I have been able to use the communication "tools" I learned in class	1.9
On the job, I have had opportunities to practice what I learned in class	1.9
I have learned how to communicate more effectively at work	1.9
I have become aware of the communication skills I need to continue working on	1.5
My teacher gave me the guidance and support I needed	1.6
My teacher provided me with the tools I needed to improve my communicant skills	1.6
My teacher encouraged me to speak up in class and on the job	1.7
The program addressed my specific individual needs in communication	1.9
My teacher provided class activities which focused on job related communication	1.7
My teacher linked what we learned in class to my job situation	1.6

Summary

In summary, the data indicates a relationship between improved English competency and improved professional behavior. This is demonstrated by improvement in 16 of the 17 competencies. There is also a relationship between improved English competency and professional behavior. Furthermore, the students' own evaluation of the program was positive. In the opinion of the evaluator, the program achieved its stated objectives

In interpreting these findings, it must be remembered that there was only a few months interval between testing periods. This may not be enough time to assess the true impact of the program. Given this limitation, there was still improvement in English skills and work performance. It would be helpful to continue to track students' progress over time at the Bank.

C. FINAL PERFORMANCE REPORT

Chase and NYANA: A Partnership to Remove Barriers to Job Performance 1993-94
Final Performance Report

Project Summary

New York Association for New Americans, Inc. and Chase Manhattan Bank formed a partnership under a previously awarded National Workplace Literacy Program grant to provide workplace literacy training to meet the needs of limited English proficient individuals employed by Chase. Chase and NYANA collaborated to identify eleven program objectives as set forth in the proposal of July 1992. Based upon experience and prior to program implementation modifications in program design and objectives were made and approved. *(Correspondence from NYANA to Project Officer of 11/4/93; approval given by Grant Officer in correspondence of 12/17/93).*

All objectives were successfully realized. Thirty limited English proficient individuals who were employed in frontline positions with customer contact or in direct supervisory positions at Chase were recruited and received communications skills training. Chase provided support for participation in the program: participants were released from their jobs to travel to and attend classes. and travel expenses were provided as needed. Instruction was designed based on the language requirements of participants' positions and focused on increasing awareness of American workplace practices and problem solving techniques. Within the twelve month program, two cycles of six to seven months each were run. The attendance rate was 85% and the retention rate was about 75%. Individual educational plans were designed based upon job task analyses and reviewed at least twice with every participant. All participants reported improvements in communication skills as listed on their IEPs and left the program with plans for further study. Over 95% of participants' immediate supervisors also reported improvements in communication skills listed on their IEPs. Improvement in language abilities as measured on the Test of English for International Communication, was seen in 90% of participants. Although the Bank was in the midst of restructuring close to 15% of the participants were promoted within a month of completing the program. Evaluation activities were developed and implemented to assess overall program effectiveness as well as individual participant achievement. Based upon our first experience curriculum materials and evaluation instruments were newly developed and/or modified. The program model and curriculum design have been shared with educational and business institutions.

Program objectives were realized successfully. However, there were some different dynamics in this years program which were taken into consideration. The program design was initially proposed during better economic times when the Bank's organizational response was more stable and allowed for the proposed plans to be effective.

Chase and NYANA: A Partnership to Remove Barriers to Job Performance 1993-94

Final Performance Report

Project Summary

Since that time, Chase has undergone major restructuring in the areas of technology and management philosophy. Resulting changes in job assignments impacted on the program.

Chase had instituted new systems in their computer technology: all personnel had to be trained in using the new software programs, job assignments were also altered as a result. Secondly, Chase has changed its' management philosophy and has been in the midst of major restructuring. New systems of performance appraisal guided by new statements of organizational goals and values have been implemented over the past year. These changes effected the referral process as well as participants' involvement in the program. Managers were not as able to send individuals to the program and some of those who were referred were in the midst of handling new job expectations. Some individuals felt anxiety over the Bank's restructuring. In explaining why they had missed classes, concern about their futures with the Bank was expressed. Although the Bank was supportive of release time, 10-15% of participants came on their own time and several others worked past their normal hours to complete their job assignments. Bank changes created pressures which impeded some participants ability to fully apply themselves in a custom designed workplace communication skills course.

Given these organizational changes and additional pressures, the length of the course was seen as a stress to the program. Shorter courses would be more easily implemented and are recommended for future training. Additional consideration needs to be given to developing flexible program models that meet the needs of limited English proficient employees within fast changing business environments.

Chase and NYANA: A Partnership to Remove Barriers to Job Performance 1993-94
Final Performance Report

A. Project Summary

Program objectives were successfully realized and the accomplishments are as follows:

Proposed Objectives	Accomplishments
1. Identify and recruit 30 LEP, service and clerical, consumer contact participants referred by Chase as individuals in need of a workplace literacy in order to give opportunity for advancement and remove barriers and to current job performance.	**1. Thirty individuals fulfilling the criteria were recruited and began the program. Twenty-two individuals completed the workplace literacy program. These individuals were selected and screened by the bank regarding need in English communication in order to move ahead in the bank's structure and to remove barriers to their job performance.**
2. Construct IEPs for program participants.	**2. IEPs were developed for each individual program participant. An individualized educational set of objectives and educational learning strategies were formulated.**
3. Provide training in the English language for 30 Chase staff.	**3. An ESL communication skill course as part of the interventional program strategies was developed focused upon the needs and language requirements demands of participants' jobs. Attention as given to listening, speaking, conversation, writing, vocabulary building, and English skills as related to current job performance and possible mobility within the bank's structure..**

A. Project Summary (Continued)

4. Provide training in work related English specifically for 30 Chase staff.	4. Authentic job materials cited by bank managers and students were identified and utilized in the course materials. Specific vocabulary and processes were examined and reinforced through actual work simulations.
5. Provide training in American workplace and practice.	5. The curriculum provided for participants to utilize authentic workplace practices and focused on the values, expectations, and behaviors of the American corporate structure. The awareness and sensitivity of participants was focused and structured in relation to the IEPs and derived from the job analysis.
6. Provide release time from the job to participate in the workplace literacy communication course.	6. The bank provided release time from the job for participants.
7. Provide reimbursement to trainees for travel up to $1.25 per class.	7. Chase reimbursed trainees for transportation cost to the classroom site at no cost to the grant. Instructors verified classroom attendance.
8. Review IEPs with each of the 30 participants at least twice in the program.	8. Individual sessions with each participant took place at least twice during the course of the program. The IEPs were used extensively to individualize the participants performance and this gave direction for continued study after the termination of the program.

A. Project Summary (Continued)

9. Conduct program evaluation by an independent evaluator.	9. An independent evaluator was engaged. The evaluator examined the program methodology and design to give on-going feedback to significant staff individuals throughout the program; and to evaluate the program outcomes in relation to English communication skills and work performance.
10. Institutionalize the program's success.	10. The results and methodology of the workplace literacy program were shared with executive staff of NYANA and Chase National Bank. The learnings from the program were disseminated to the staffs of the English school and the Training departments. The consequence of this was the development of a Workplace Literacy - Vocational English as a division. Materials developed in the program have become resources for branch training at Chase and are being utilized.
11. Promote the use of the model to: a) Clearinghouse on Adult Education and Literacy, Washington DC; b) ERIC Clearinghouse on Adult, Career and Vocational Education, Columbus, Ohio; c) National Network for Curriculum Coordination in Vocational and Technical Education, Division of Vocational Education, Aberdeen, NJ; d) Outreach and Technical Assistance Network, City of Industry, CA	11. A dissemination plan was developed which allowed sharing of the learnings of the program. Descriptions and analyses were given to individuals in the professional field through professional papers and presentations at conferences. The Educational Testing Service in Princeton, NJ interviewed the staff as to the effect of instrumentation utilized in the program. Each of the institutions cited were contacted and materials shared.

Chase and NYANA: A Partnership to Remove Barriers to Job Performance 1993-94
Award number: V198A30228-93

Final Performance Report

I. Program Objectives and Accomplishments

Chase and NYANA: A Partnership to Remove Barriers to Job Performance 1993-94

Final Performance Report

I. Program Objectives and Accomplishments

1. Identification, recruitment and enrollment of 30 LEP clerical workers

The objective was achieved. The target number of thirty students were enrolled. Thirty four candidates were identified by Chase as in need of basic English and communication skills training. Recruitment was done by Chase. The program was advertised in newsletters and special flyers went out to the branches. Additionally, several participants were recruited through word of mouth. Former participants and/or their managers had recommended the program to colleagues. During orientations with students and managers the program participants were screened. Of the thirty limited English proficient candidates enrolled, all wanted to be in the program, all were identified by their immediate supervisors as employees that with improved communications skills, problem solving techniques and greater knowledge of the American workplace, would be better able to perform their current job functions and would be eligible for increased job responsibilities, and/or promotion and as well as further training opportunities.

Participants in the first cycle were all employed in branches and held positions as tellers, or directly supervised tellers; in the second cycle, students held clerical positions in the systems and operations division of the Bank, as well as in branches.

Due to the limitations posed by the grant, those who were native U.S. born speakers of English, referred by Chase, were not enrolled.

Recruitment for cycle one proved more difficult than anticipated. A total of twelve were recruited and enrolled. Recruitment efforts in cycle two proved more successful with twenty two referrals and eighteen enrolles.

The location and schedule were factors that contributed to the difference in numbers of students recruited in cycle one and two. The first cycle was held at the Chase Teller Development Center in midtown Manhattan, New York City. This site was selected for two reasons: it was located in very close proximity to numerous subway lines and the major train station and secondly it was Chase's training center for its regional banks. All students in cycle one had to commute from their jobs to this training location. Nonetheless, several students had commutes of over an hour from their jobs in the outer boroughs and as far away as Westchester, and often longer to their homes. Two of the four students who had left the program did so for reasons that were exacerbated by a long commute. Others with long commutes sometimes missed classes. This long commute discouraged some managers and prospective participants who otherwise expressed interest in the program, from enrolling.

Chase and NYANA: A Partnership to Remove Barriers to Job Performance 1993-94

Final Performance Report

I. Program Objectives and Accomplishments

1. Identification, recruitment and enrollment of 30 LEP clerical workers

In contrast, employees in the systems and operations division of the Bank were employed in downtown Brooklyn close to the training site for the second cycle. As a result, twenty two students were recruited for a class of eighteen.

A significant challenge to program that was identified in a close out meeting between Chase and NYANA centered on recruitment. The schedule proved difficult although changes were made in response to similar difficulties in the first wave of funding in 1992-93. In response to our first year's difficulty in recruiting tellers and other branch employees for morning classes, the course hours for the this years' first cycle were twice a week from 4:30-7:00pm. The evening time was chosen in order to avoid issues of coverage during public banking hours, (9:00 - 3:00). *(Approval for this modification was given 12/17/94)* However, this change didn't prove to increase the number of those who registered for the program. The Bank felt a barrier to recruitment was the length of the program and that thirty weeks was a difficult commitment for students' and their managers to make.

The Bank has experienced similar difficulties in getting participation in all their training programs, with frequent coverage problems in the branches cited as the reason. Additionally because branches are spread out from one another through out the city of New York, Westchester and Long Island there was no better or more central location to hold classes. While Chase has realized a need for this kind of program especially in particular regions or neighborhoods, there was not enough of a demand in any one particular branch or neighborhood to pool together a class of fifteen participants.

In consideration of institutionalizing the training, one recommendation focused on the structure of the program. The Bank recommended several full day workshops to be held periodically through out the year. A second recommendation was to hold classes with fewer students at particular branches.

2. Construction of individualized educational plans for 30 program participants

The objective was met: individual educational plans were developed for each participant with input from participants' managers, teachers and the students themselves. They were designed to remove barriers to job performance by improving English language and communication skills specific to job tasks.

The process of developing individualized educational plans:

Individual educational plans were constructed in three parts. Each IEP listed: 1) areas of competency 2) a specific skill objective for each selected area of competency 3) and a strategy or set of strategies for achieving each of the stated skill objectives.

In our first wave of funding, seventeen areas of competency were identified through needs analysis as important for employees in customer service positions to successfully communicate on the job.

The curriculum was structured into two components: a ten unit outline, each unit focusing on a particular theme of communication in the workplace; and secondly, a set of seventeen areas of competency that were defined and addressed repeatedly through out the units. This structure allowed teachers much flexibility in planning to meet the communication skill needs of each individual student while adhering to the curriculum.

Competencies were used as organizational device for developing individual educational plans. For each of the seventeen areas of competency, specific skill objectives were developed. Individual educational objectives were selected from this menu of skills by students and teachers together to form a students individual educational plan. Input from participants supervisors was also included.

In orientation sessions, participants immediate supervisors were introduced to the seventeen areas of competency asked to rate their employees ability in each; additionally, they were asked to identify specific job functions where their employees' communication skills were in need of improvement. Manager referral forms requested managers to prioritize the communication requirements of specific job tasks. During teachers' visits to the worksites specific job tasks and the required communication skills for performing these job tasks were further identified through conversation with managers as well as participants.

2. Construction of individualized educational plans

The process of developing individualized educational plans: (cont'd)

With this information elicited in orientations sessions and by visiting worksites teachers had the first hand knowledge of their students' job tasks and were equipped to develop instruction and individual educational plan assignments that were relevant and effective for improving job performance.

The program was structured to prepare students for developing their own individual educational plans. Within the first unit of the course each area of competency was introduced as a skill or group of skills that could affect overall ability to communicate effectively at work.

Students participated in exercises that illustrated each competency and how that competency affected communication in a work scenario. After gaining an understanding of each competency students were asked to rate themselves on self assessment questionnaires, and identify the specific skills and work situations where they found themselves in most need of improvement. Upon completing competency self assessment activities students were asked to select three to five areas of competency they felt in need of improving most. Students came to their IEP meetings prepared with specific competency objectives they had chosen to discuss.

It was through this process that students and teachers prepared for IEP meetings. With a comprehensive understanding of the students' work situation, job tasks and manager's stated perspectives, teachers were able to discuss objectives relevant to students' job functions. After completing self assessment activities for each area of competency students were prepared to make knowledgeable decisions about the communication skills that would be most beneficial for them to develop in order to improve their job performance. By the time students and teachers came to their IEP meetings, both parties were aware of communication skills needs for particular job tasks. During the IEP meetings students and teachers negotiated the composition of skill objectives that made up their IEPs. A total of three to five objectives were selected and corresponding learning strategies/assignments were developed. *(Sample IEPs and forms follow in appendix D).*

2. Construction of individualized educational plans

The process of developing individualized educational plans: (cont'd)
Changes that increased the effectiveness of individual educational plans

Several activities contributed to the greater success of individual educational plans in this years program. Students more consistently acheived their IEP goals and the process for developing the IEPs was more managable for teachers. Based on the experience from our first wave of funding in 1992 -93, we changed the approaches to collecting information, and preparing students and teachers to develop individual educational objectives.

In regard to collecting information, teachers had much more direct contact with participants earlier on in the program. Teachers also had much more direct contact with participants' managers and their work sites. Through visits to their students' workplaces teachers were able to gain a direct understanding of the communication requirements of their students' jobs. (In the first year teachers made one worksite visit and had relied heavily on information imparted by the curriculum development team).

A second difference from our first grant wave was the teachers' participated in orientation sessions for students and also for managers. The orientation sessions were developed to introduce participants to the program and secondly to collect information on students need for communication on the job.

A third change was the teachers role in pre-instruction videotaped interview sessions. This year teachers interviewed each of their students individually during the second week of class; in our first wave teachers watched videotaped interviews conducted by other NYANA staff in preparation for developing student IEPs.

Fourth, the actual information collected in writing on the manager's referral, mid-course survey forms as well as the student survey and self assessment forms differed and was much more specific. Having gained a much clearer picture of the tellers and clerical positions at Chase during our first wave, we were able to ask more pointed questions.

Additionally more time was given for unit one, student self assessment activities at the beginning of the course. As a result, the first IEPs were developed after the teacher had received a lot more knowledge of the student, his or her learning abilities as well as job requirements and language level. The first IEP meetings were scheduled after the fourth week of class rather than the first week.

2. Construction of individualized educational plans

Changes that increased the effectiveness of Individual Educational Plans

The most significant of these changes was the direct involvement teachers had with their students and managers from the very beginning of the program. The immediate introduction of teachers to program participants and managers established a closer and more productive relationship; teachers were able to prepare focused agendas for their visits to students worksites' and managers better understood how they could be helpful. The information collected on each student and his or her job was internalized by the teachers through their direct experience.

Overall these five changes in strategy for collecting information and assessing individual student needs for communication on the job proved effective. As a result teachers and students were able to discuss and develop individualized objectives and learning strategies that were effective for improving specific job tasks during their first IEP meetings. Positive feedback from participants' managers as well as students themselves confirmed the effectiveness of these approaches.

I. Program Objectives and Accomplishments

3. Provide training in English language for thirty program participants
4. Provide training in work-related English Instruction

These objectives were met. Participants received over one hundred and twenty hours of English language instruction that focused on the language used in their workplace.

Participants and their managers both reported improvements in communications on the job. These included increased confidence in speaking and using English at work, increased participation in meetings, less frequent misunderstandings due to participants taking the initiative to clarify information, managers reported less correction needed in participants written job assignments: memos or reports. Improvements in participants' ability to complete job assignments more accurately and more quickly was also reported.

Training was effective because teachers were well prepared to use the curriculum and customize instruction to meet their particular students' needs for communication on the job. Teachers participated in student and manager focus groups, visited students' worksites where they observed job tasks being performed as well as held interviews and discussions with managers and students. Teachers also observed the Banks' job training workshops to get an overview of the Bank's values and workplace culture. With a direct understanding of their students' jobs, teachers were enabled to design instruction based on participants' professional communication skills needs and utilize the curriculum, successful teaching practices and materials developed within our first wave of funding.

The curriculum was developed for customer service employees and structured according to unit themes; each unit addressed a particular aspect of communication in their workplace. Every lesson included practice in speaking, listening, reading and writing; cultural issues were also incorporated into instruction. Teachers selected or developed materials and activities to suit their the composition of their class. Teacher's intimate knowledge of each student allowed IEP goals and IEP assignments to be relevant to the communications skill requirements of each participants' current or future jobs. The integration of IEP objectives and class instruction was felt to significantly contribute to the success of the course.

A variety of teaching practices were employed. These included role play, discussion and video tape feedback and self assessment activities. Video clips with models of workplace dialogue were used; many interactive pair and small group activities were implemented. Repeated grammar and writing practice were assigned; the individualized journal writing assignments were especially helpful.

I. Program Objectives and Accomplishments

3. Provide training in English language for thirty program participants
4. Provide training in work-related English Instruction

Students were asked to reflect on class activities including their own classroom performance role playing various language functions (i.e. refusing customers' requests, interrupting a colleague politely to get pertinent information), giving presentations and conducting "mock" meetings. Within the journal and in asking for feedback from classmates each student had a different set of question, areas of competency to reflect upon. Videotape was used to promote students' self awareness of language use, (and use of American business protocols) and support students' ability to self assess. The classroom activities were planned to allowed feedback and self assessments to be individualized.

Numerous assignments required students to observe and write down the actual language they heard while they were at work; this was very effective in promoting awareness of actual language use and appropriate business protocols. Students were encouraged to bring real life work dialogues to class to role play and use as the basis for class discussion.

Having collected authentic materials, reading exercises were created from materials used in the participants workplaces. Oral communication skills practice included roleplays and discussions of actual workplace dialogues with focus on appropriate vocabulary and polite/diplomatic phrasing. Students practiced analytical problem solving skills as they watched and compared given models of workplace dialogues, with dialogues they had created themselves based upon their own workplace experiences. After roleplays, students provided each other with feedback. As a result of using authentic materials and developing lessons based on students real life workplace dialogues, vocabulary and language conventions pertinent to students' job were used and reinforced through class instruction.

Through individualized educational plan assignments, students were able to practice selected skills that were significant to performing current job tasks and/or learning new job functions. Assessments of progress in achieving IEP goals were done at the end of the program independently by students, teachers and students' immediate supervisors. In all cases, language improvements were noted and improvements in performing specific job tasks were realized. Managers cited examples of how participants had increased their ability to perform specific tasks .

5. Provide training in American workplace conventions and practices

This objective was met. Numerous classroom activities were developed to increase students' awareness of workplace practices and ability to communicate using American workplace conventions. IEP assignments were also developed to improve students' competency in the areas of: integration into corporate culture and understanding the expectations of others in the American workplace.

Workplace misunderstandings or conflicts were brought to class for discussion and role-play. Teachers focused students attention on using proper phrasing and diplomatic language. Attention to register and appropriateness of language use was a regular part of each class session. Students were asked to role play the same language function in a variety of scenarios. (For examples, asking for information from a boss, asking for information from a co-worker, asking for information from a co-worker during his lunch break, asking for information from a boss when you are suppose to know the information.) Students brought their own situations and questions regarding protocol to the class and got feedback from one another.

Another technique used to highlight cultural differences in workplace practices was having students practice proper forms of address as if for example they had the conversation in their home countries in contrast to having the conversation at work here. They would then be asked to identify differences in the protocol between their home country and the US. Likewise, students may have been asked to role play a situation in their native language to further highlight the difference in behaviors appropriate to setting. By contrasting language conventions student became more aware of the practices used here and in their current job situations.

Another example of how instruction in American workplace practices was incorporated into the course was the focus on non-verbal behaviors addressed in unit two. One of these activities included showing clips from the film, *Working Girl*, and asking students to identify non-verbal behaviors and styles of presentation worked successfully and unsuccessfully in the business setting portrayed. Students would then be videotaped and asked to analyze their own presentations; they were able to receive immediate feedback from one another and the teacher as well. In this way students were able to increase their awareness of and make changes in behaviors that were interfering with successful workplace communications.

5. Provide training in American workplace conventions and practices

Students were given simulated practice in a variety of business communications. As a means to improve students' skills in using conversational conventions, (i.e. turn-taking, beginning and ending conversations), listening for specific information and organizing ideas students participated in mock meetings, where they were required to submit "minutes" and write mock memos to inform other "employees" of the meeting outcomes. This practice was effective; students improved their abilities and confidence when participating in meetings or conversations back at work. With increased skills in identifying and summarizing important points, students were better able to organize their ideas, give and follow explanations and communicate in accordance with expectations of their colleagues and supervisors.

Materials used for promoting understanding of workplace protocols included & readings from texts: *Beyond Language*, by Deena Levine and Mara Adelman and *Communicating in the Real World*, by Terrence Wiley and Heide Spruck Wrigley. These were selected to prompt discussion of cultural differences and reinforce concepts of American business practice. Excerpts from, *Values Americans Live*, by Robert Kohls, was used to challenge the advanced students in the upper level class. Each student was assigned to present an "American value" and describe workplace behaviors that resulted from the"American" belief. Furthermore students were pressed to identify examples of how differences in cultural values resulted in workplace conflicts they personally experienced.
Authentic materials including the Bank's statement of its vision and values were also used to prompt discussion of workplace expectations.

In the second cycle, more basic materials were used to meet the needs of lower level students. Dialogues from *ExpressWays*, by Steven Molinsky and Bill Bliss were useful as a way to introduce certain language functions, appropriate vocabulary and phrasing. After practice with these dialogue students would be asked to create and roleplay dialogues based on their own workplace situations.

6. Release time
7. Reimbursement of travel expenses

Chase supported the program by providing release time and travel expenses for participants so that workplace literacy training could take place. Participants in cycle one were released from their jobs to travel to the training site in mid-town Manhattan and attend classes 4:30 - 7:00, two evenings a week. Many of these students had to commute over an hour to the training site. Participants in cycle two were released from their jobs a little over four hours a week to attend classes 8:30 to 11:00, two mornings a week. The majority of students in cycle two were employed close to the training site and needed little time to commute. Attendance was taken and Chase reimbursed participants for the cost of commuting to the program. In addition to class, participants were released from their jobs in order to complete special workplace observation assignments and take exams.

8. Review of IEPs with each participant at least twice throughout the program

The objective was met. Individual educational plans were developed three times during the course. They were created after an initial period of assessment at the beginning of the course. *(This initial process was described earlier; see discussion of objective two).* They were reviewed and modified mid-way through the program and towards the end of the course. Formally scheduled individual student teacher meetings for IEP development and review occurred three times through-out the course.

The nature of the IEP meetings changed as the course progressed. During the second and third IEP meetings student progress in meeting their specific objectives was reviewed. Objectives and learning strategies were changed as needed. In cases where students felt they had accomplished their objectives or improved to a level they were satisfied, new IEP objectives were chosen. In cases where IEP objectives remained relevant; new assignments and more challenging assignments were given to help the student pursue their learning objectives. In cases where students had particular difficulties with IEP assignments the teacher would spend extra time working together with the student to analyze the difficulties and develop new activities for reaching the same objective.

In cycle two there were several students who had not been in school for a couple of decades and who had not completed their secondary education. For them homework assignment and individualized independent study was difficult. In addition to selecting competency objectives, these students and their teacher worked together to develop study plans as a component of their IEP. Lesson plans were modified so that last twenty minutes of class sessions could be devoted to writing assignments that were related to the day's activities. The teacher circulated to review IEP assignments and assist students on an individual basis. This informal review and assistance was critical to the success of the IEP for lower level students. A more frequent but less formalized review of IEPs and individualized student assignments was recommended for students who are in need of developing study skills.

In addition to reviewing progress, the purpose of the final IEP meeting was to prepare students for continued learning beyond the program. Curriculum activities in the last three units if the course focussed heavily on future plans; assignments were designed to encourage students to take initiative in planning careers and pursuing further language study and/or education.

8. Review of IEPs with each participant at least twice throughout the program

All students were successful in developing these future plans. Managers, students and teachers commented on the effectiveness of the course in building confidence for future learning and professional development. Many students enrolled in courses after the program ended, several had plans for college. Other objectives for future learning included continued self study with recommended language texts and audio materials and strategies for getting feedback from co-workers or managers on specific communication difficulties. *(Sample mid-course and final IEP forms follow in Appendix D).*

9. Program Evaluation

This objective was met. An external program evaluation has been conducted by independent evaluator, Dr. Charles Auerbach. He provided recommendations on increasing program effectiveness from the beginning of the grant period based on analysis of outcomes from our first wave of program funding in 1992-93. His report determined that the program design and curriculum were satisfactory; and that there was improvement in English communication skills and increased knowledge of American workplace practices among all participants completing the program as defined in their individualized educational plans. See part B of this document for the evaluation report. *(For description of evaluation activities and methods see section V; for evaluation instruments see appendix G.)*

10. Institutionalization of program successes
11. Promotion of program model

Both these objectives were met. Information on the program design and implementation, successful practices and materials were continually shared with NYANA management staff. Information about the program was also disseminated to other educational and banking institutions through press releases and presentations at local and national professional conferences; program report and materials have been sent to several clearinghouses. *(See section IV for further description of dissemination activities; see appendix F for published promotional articles).*

II. Program Schedule

II. Program Schedule

The program varied slightly from our proposed timeline with most objectives met according to schedule. In efforts to increase the number of participants classes were delayed; sixty sessions were scheduled within twenty seven rather than thirty weeks for the second cycle.

The program began as our first wave of funding ended on November 18, 1994. Two cycles of instruction were scheduled to run two and a half hours a session, two sessions a week for thirty weeks. A total of one hundred and fifty hours of classroom instruction including individual educational plan activities, and pre and post videotaped interviews were implemented per course. Additional activities students were involved in included orientations sessions, pre and post TOIEC testing sessions, interviews by teachers visiting their worksites, workplace observation assignments, and graduation ceremonies. Participants' managers met with program staff three to four times. Managers attended program orientation sessions, mid-course feedback sessions and end of the course graduation ceremonies. Additionally,the majority of managers were visited and interviewed at their workplaces and by NYANA teaching staff. Program schedules follow.

Beginning in November with the close of the first grant, discussions were held with Chase regarding recommendations and start up for the new program. Curriculum was reviewed and modification of the curriculum outline began.

Start-up activities:

A meeting of the Chase/NYANA workgroup for the 1993-94 partnership was held the beginning of December. Program operations and schedules were determined. The first cycle was scheduled to begin in January the second in April. Both cycles of training would be held at Chase training centers.

Prior to this meeting of the Chase/NYANA work group, the NYANA team and Chase team met independently. The NYANA program staff met the second week in November to solidify the program structure, NYANA staff roles and responsibilities. Additional start-up issues were discussed: recruitment of students and teachers, schedule: best times to hold classes, number of classes and strategies for exchanging feedback with participants' managers.

Feedback from managers involved in 1992-93 was used in planning. Also, in November, Chase held a focus group with regional bank managers of employees who participated in our first wave of program funding in 1992-93. These Chase managers supported the program and viewed participation as a commitment by employees to both Chase and their own professional development.

II. Program Schedule: Start-up activities:

Feedback from managers
Managers wanted to know how to reinforce the learning that was happening in class, especially in regard to cultural issues that interfered with their employees' communication abilities, such as taking direction from a woman supervisor. Managers also requested guidelines for working with their employees in branches where English was not the primary language being spoken (Chinatown and Brighton Beach, a Russian speaking community). This information was shared and discussed with NYANA at Chase/NYANA work group meeting.

Chase/NYANA Workgroup
A meeting of a Chase/NYANA work group took place on December 7th. Participants were Ms. Kim Jasmin, Vice President of the Teller Development Center, Ms. Michele Iacovelli, Second Vice President of Operations & Systems Training and Development, Ms. Annmarie Tobia, Teller Training Specialist, Ms. Madeline Fredrickson, Operations and Systems Training Specialist, Ms. Greta Grossman, Project Director, and Dr. Sam Goldstein, Director of Educational Services at NYANA.

Logistics of the 1994 classes and program activities were discussed including bank scheduling constraints, approximate start dates for both cycles, class times and locations, and room and equipment needs. Based upon feedback from the Chase managers' focus group, methods for increasing managers' involvement in the program were established. Arrangements for closer contact between the program and managers was planned. Managers would receive feedback on what was being taught in class and how to support their employees' communication skills development. In addition, opportunities for NYANA teachers to observe bank training programs and make site visits to student work places were discussed.

The first cycle was initially scheduled to be held at the Chase Teller Development Center on Tuesday and Thursday evenings, 4:30 p.m. - 7:00 p.m. for tellers/regional bank employees. The Thursday was later changed to Wednesday in order to accommodate branch activities which were often heavier on Thursdays. With classes held late afternoons, there were no constraints around scheduling classes on bank days, the first and last day of each month. The second cycle was to be composed of mostly of clerical staff such as data entry clerks employed in the Operations and Systems division of the Bank. Their schedules were more flexible allowing classes to be scheduled anytime during the workday; however bank days, had to be avoided. Arrangements to begin cycle one in January and cycle two in April were proposed. Classes for cycle two were tentatively arranged to be held at the Chase Metrotech Center in downtown Brooklyn close to employees worksites on Tuesday and Thursday mornings, 8:30 - 11:00am.

II. Program Schedule and Activities:

Following the start up meeting of the Chase/NYANA workgroup arrangements were solidified and coordination of the program was done separately for each cycle.

Recruitment of a teacher for cycle one began in December, followed by an intensive two weeks of teacher training workshops and orientation at the beginning of January. Also at the beginning of January, orientation sessions for cycle one managers and students were held; students were tested and classes began. Class was initially scheduled to begin January 18th, but in an effort to recruit more students class was postponed a week. Classes were held on Tuesday and Wednesday evenings, 4:30 to 7:00, from January 25, 1994 to August 18th 1994. A total of sixty sessions were scheduled over the thirty weeks. IEP meetings were included as class sessions. On occasions when there were Bank events, special meetings or students had particularly heavy work days, (such as the day after a major holiday); classes were changed from Tuesday or Wednesday to Thursdays to accommodate participants work schedules. See cycle one course schedule.

Recruitment for cycle two students and teacher began towards the end of January. Orientation sessions for managers and prospective students were held the third week in March; classes were scheduled to begin in April but were postponed until May due to low student recruitment. Teacher orientation and training began in April. In contrast to the teacher training provided for our first cycle teacher, the teacher training activities for cycle two included site visits to **each** participants' workplace . These were done prior to the beginning of class as well as within the first few weeks of the program.

Classes were held from 8:30 to 11:00 on Tuesday and Thursday mornings for twenty seven weeks, beginning on May 19,1994 and ending on November 17, 1994. Although the length of the course was three weeks shorter the same number of instructional hours were provided. Due to the greater number of students in our cycle two class, more hours were scheduled for individual educational plan meetings and assignments. The teacher and students were able to meet for IEP meetings and attend classes within the same week whereas during our first cycle, classes were canceled to hold IEP meetings. Given that students in cycle two did not have a long commute to the training site where their IEP meetings were held, this schedule worked out well.

II. Program Schedule

Changes from our first wave of funding.

IEP meetings were longer, scheduled to last about 30 minutes rather than 15-20 minutes. IEP meetings had tended to take longer than the fifteen minutes we had allotted for them in our first wave of funding. The second change in regard to IEP meetings was that they were scheduled on separate days in lieu of class sessions rather than before and after classes. This allowed teachers and students to be better prepared and did not require special arrangements to be made for the extra release time.

During IEP weeks teachers scheduled five IEP meetings in place of two and a half hour class sessions. Having anticipated classes of fifteen students, each set of IEP meetings were to take the place of three class sessions. However, given that there were eight students in cycle one and eighteen students registered for cycle two, the plan was changed to give each participant half an hour of IEP meeting time. A little over six class sessions were devoted to IEP meetings in cycle one, twelve class sessions were devoted to IEP meetings in cycle two. The program model provided teachers the flexibility they needed to schedule IEP activities, successfully diagnose and meet individual student needs.

Recommendations regarding schedule

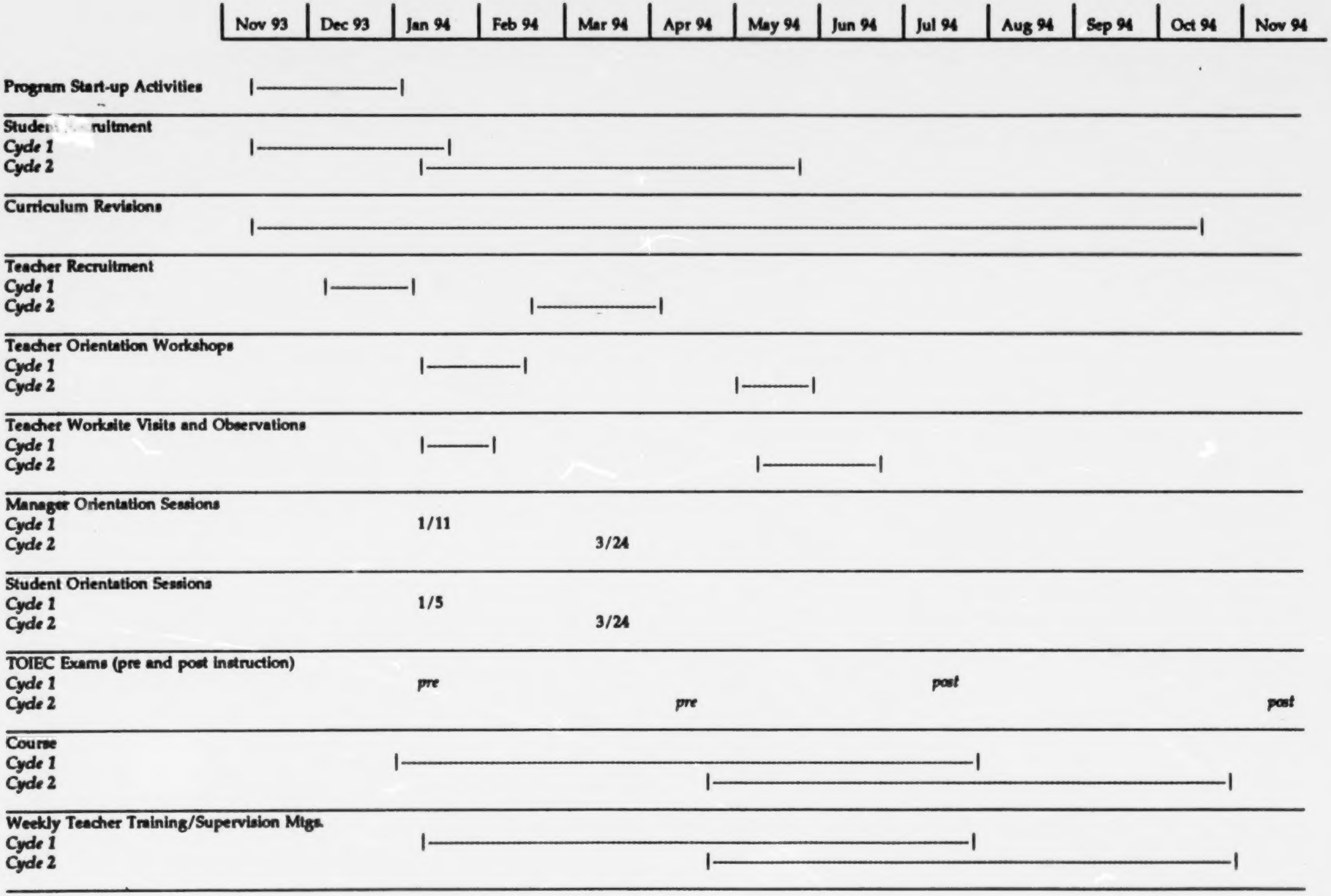
Thirty weeks of instruction was felt to be too long by the intermediate and advanced level speakers of English. Shorter courses are recommended for future programs. However, those who began with more limited English communication skills had hoped they could continue in the same or a similar program.

Secondly, in the future courses should not be held during summer when participants have extra responsibilities in covering for co-workers on vacation or are away on their own pre-scheduled vacations. Helping participants keep up caused constant challenge to the classes.

Third, the program schedule did not allow for the two teachers to work together. Group staff development and orientation workshops would be more efficient and more useful to teachers who could then share ideas and experiences directly. With classes were staggered beginning three months apart, one held in the morning, the other in the evening and both offsite but in different locations. As a teacher workshops and meetings were completely individualized.

PROGRAM CALENDAR

Chase and NYANA: A Partnership to Remove Barriers to Job Performance 1993-94
Final Report: Program Calendar



Chase and NYANA: A Partnership to Remove Barriers to Job Performance 1993-94
Final Report: Program Calendar

	Nov 93	Dec 93	Jan 94	Feb 94	Mar 94	Apr 94	May 94	Jun 94	Jul 94	Aug 94	Sep 94	Oct 94	Nov 94
Program Staff Meetings	——	——	——	——	——	——	——	——	——	——	——	——	——
Individual Videotaped Interview (pre and post instruction)													
Cycle 1				*pre*						*post*			
Cycle 2							*pre*						*post*
IEP Meetings													
Cycle 1				*initial*				*mid-course*		*final*			
Cycle 2									*initial*		*mid-course*		*final*
Mid-course manager's feedback sessions													
Cycle 1						4/18							
Cycle 2										8/8			
Workplace Observation Assignments													
Cycle 1									——	——			
Cycle 2												——	
Graduation													
Cycle 1											9/13		
Cycle 2													12/13

CYCLE ONE SCHEDULES

- **Course schedule**
- **IEP schedule**
- **Changes: end of course schedule**

CHASE/NYANA PROGRAM 1994:
A PARTNERSHIP TO REMOVE BARRIERS TO JOB PERFORMANCE

COMMUNICATIONS SKILLS COURSE
PROGRAM SCHEDULE

Classes will be held Tuesdays and Wednesdays from 4:30 to 7:00 for thirty weeks, January 25 to August 17, 1994 except during holidays and weeks when individual educational planning meetings occur.

January 25, 1994	Class begins
February 1st & 2nd	Individual video taped interviews
Week of February 22 -24th	Initial IEP meetings: student/ teacher meetings to develop individual educational plans (no classes)
Week of May 3 - 5th	Mid course IEP meetings to review individual educational objectives and progress (no classes)
May 17, 1994	Holiday: no class
June 1994	Work site observation assignments
July 26th & 27th	Individual videotaped interviews
Week of August 9 - 11th	Final IEP meetings to review progress and to set plans for continued learning (no classes)
Week of August 9 -11th	Test of English for International Communications (TOIEC)
August 17, 1994	Last class session
	Graduation

CHASE/NYANA WORKPLACE LITERACY PROJECT 1994: TELLERS CYCLE
IEP SCHEDULE

Individual Educational Plans will be created for every program participant and reviewed two times throughout the course. Upon completion of the first unit of instruction, students and teachers will meet to discuss needs, set objectives, and agree upon individual educational strategies or assignments to meet these objectives.

As a result of the meeting, an Individual Education Plan will be written for each student.

The following is an estimated schedule of IEP activities for the 1994 Tellers Course.

Initial IEPs

February 21-25	- Classes will be canceled. - Individual meetings with students will occur during these five hours instead. - Meetings may take place on Tuesday, Wednesday and Thursday afternoons. - Meetings to be scheduled at student and teacher's convenience. - Each IEP meeting will be 20 to 30 minutes each.
February 22-March 2	- Write up IEPs-40 minutes per plan - The first 2-3 to be written with NYANA staff - scheduled at time of mutual convenience (an additional 10 hours).
March 3rd	- IEPs will be distributed to students in class. - Student will begin their IEP assignments

Mid-Course IEPs

May 3- 5th	- IEP meetings in place of class. - Meetings to be scheduled at times convenient to students and teachers. - Meetings - 20-30 minutes each.
May 3-12th:	- Write up IEPs; modify note progress
May 12th:	- Written modified IEPs due - must be submitted to NYANA for review and typing
May 24th:	Mid-course IEPs distributed to students in class. Students continue or begin new IEP assignments.

CHASE/NYANA WORKPLACE LITERACY PROJECT 1994: TELLERS CYCLE

IEP SCHEDULE

Final IEPs

August 9th-11th	IEP Meetings
August 9th-13th	Write up final IEPs and IEP reports on student's progress
August 12th	Written IEP and final IEP reports on student's progress due.

NYANA
NEW YORK ASSOCIATION
FOR NEW AMERICANS, INC.
17 BATTERY PLACE
NEW YORK, NY 10004-1102
PHONE: (212) 425-6033

ENGLISH LANGUAGE TRAINING

TO: Cycle 1 Chase/NYANA Communications Skills Class June 20, 1994

FROM: Greta Grossman

RE: Program schedule and changes in course dates

Please note the following changes in the course schedule:

1. No class Tuesday, July 5th (due to July 4th holiday). Class **will be held** Wednesday, July 6th, **and** Thursday, July 7th.
2. There will be class Wednesday, August 10th. IEP meetings will occur Tuesday and Thursday, August 9th and 11th.
3. No class Wednesday, August 17th. The last class will be held on August 18th.

In addition, here is a reminder about other activities and assignments that you need to complete before the end of the program. Please inform Polly as soon as possible if you are unable to attend or complete these activities as scheduled below. Thank you.

1. Workplace observation assignments: June 28th through July 13th.
2. Videotape interviews: July 26th or 27th during class time.
3. TOEIC test: Tentatively scheduled for Thursday, August 4th, 4:30-6:30 pm.
4. Graduation: Tuesday, September 13th or Wednesday, September 14th.

cc: Polly Painter
Mim Solberg

CYCLE TWO SCHEDULES

- **Course schedule**
- **IEP schedule**

CHASE/NYANA PROGRAM 1994: COMMUNICATIONS SKILL COURSE
CYCLE TWO PROGRAM SCHEDULE

Classes will be held Tuesdays and Thursdays from 8:30 to 11:00 am, May 19 to November 17, 1994, except during holidays and bank days.

May 19, 1994	Class begins
May 26, June 2 and 7	Individual videotaped interviews
May 31	Bank day: no class
June 13-24	Initial IEP meetings: student/teacher meetings to develop individual educational objectives
June 30	Bank day: no class **Class will meet Wednesday, June 29th**
August 15-26	Mid course IEP meetings to review individual educational objectives and progress
September 6	Rosh Hashanah: no class
September 15	Yom Kippur: no class **Class will meet Wednesday, September 14th**
September 20	Succot: no class
September 27	Succot: no class
September/October	Workplace observation assignment
October 25 and 27	Individual videotaped interviews
November 1	Bank day: no class **Class will meet Wednesday, November 2**
November 7-11	TOEIC Test (to be scheduled)
November 7-17	Final IEP meetings to review progress and set plans for continued learning
November 17	Last class session

CHASE/NYANA WORKPLACE LITERACY PROGRAM 1994
STUDENT INFORMATION SHEET

- **DATE:** May 19 - November 17, 1994
- **DAYS:** Tuesdays and Thursdays
- **TIME:** 8:30 am - 11:00 am
- **LOCATION:** 3 Metrotech Center, Second Floor
  Brooklyn, New York 11245
- **INSTRUCTOR:** Barbara Huppauf

- Classes will meet every Tuesday and Thursday, from May 19th to November 17th, with the following exceptions for holidays and bank days:

Class will not meet on:	Alternate Dates:
Tuesday, May 31 - Bank day	
Thursday, June 30 - Bank day	Wednesday, June 29
Thursday, September 1 - Bank day	
Tuesday, September 6 - Rosh Hashanah	
Thursday, September 15 - Yom Kippur	Wednesday, September 14
Tuesday, September 20 - Succot	
Tuesday, September 27 - Succot	
Tuesday, November 1 - Bank day	Wednesday, November 2

During Individual Educational Planning (IEP) weeks, students will meet individually with the teacher for 30-40 minutes. The IEP schedule is as follows:

Initial IEP Meetings: June 16 - 30

IEP Review Meetings: August 15 - 26

Final IEP Meetings: November 3 - 16

CHASE/NYANA WORKPLACE LITERACY PROJECT 1994: CYCLE TWO
IEP SCHEDULE

Individual Educational Plans will be created for every program participant and reviewed two times throughout the course. Upon completion of the first unit of instruction, students and teachers will meet to discuss needs, set objectives, and agree upon individual educational strategies or assignments to meet these objectives.

As a result of the meeting, an Individual Education Plan will be written for each student.

- Meetings will be scheduled at student and teacher's convenience within the time periods indicated below.
- Each IEP meeting will be 30 to 40 minutes. An additional 40 minutes is to be spent preparing for and writing each IEP

The following is the schedule of IEP activities.

Initial IEPs

June 6 - 17 - IEP workshop(s) for teacher

June 13 - 17 - Complete IEP files: all data on students to be collected and reviewed.
- IEP meeting schedule confirmed with students, managers and submitted.

June 16 - 30 - Individual meetings with students will occur at Metrotech or work site.

June 17 - July 5 - Write up individual educational plans 40 minutes per plan, submit as written.
- Develop tracking system; calendar of individual assignments/presentations due

July 7th - IEPs will be distributed to students

CHASE/NYANA WORKPLACE LITERACY PROJECT 1994: CYCLE TWO
IEP SCHEDULE

Mid-Course IEPs

August 8 -12	- Mid course managers feedback session: input on students' progress and needs
August 15-26	- Individual meetings with students will occur at Metrotech or work site.
August 15 -29	- Write up IEPs; modify note progress
August 29	- Written modified IEPs due - must be submitted to NYANA for review and typing
August 30	- Mid-course IEPs distributed to students in class. Students continue or begin new IEP assignments.

Final IEPs

October 27	- Students begin to view their pre and post video interviews and prepare for final IEP meetings
November 3-16	- Individual meetings with students will occur at Metrotech or work site. - Write up final IEPs and IEP reports on student's progress
November 17	- Final IEP reports on student's progress and plans due.

III. Characteristics of Program Participants

III. Characteristics of the Program Participants

The Chase/NYANA project was specifically targeted to non-native speakers of English. The grant focused attention on employees who viewed themselves and who were viewed by supervisors as having "barriers to communication" and who lacked knowledge of problem-solving skills and the American workplace. The grant directed the targeted workforce to fall under the job cluster of clerical employees. This group included tellers, customer service representatives as well as other positions. The target group was 30 individuals.

The program was geared to attract 30 participants over two cycles. Some 34 individuals made application and were referred to the communications course. Of this group, 30 were enrolled and 22 individuals completed the total program. Eight (8) individuals left the program at various points.

Four students in cycle one left the program for various reasons. Two students left the employment of the Bank for other jobs. One individual withdrew from the program because the commute proved much longer than she had anticipated and neither her husband nor extended family would look after her children until 8:00 or 9:00 p.m. when she'd arrive home. Her manager was interested in sending other employees but the commute was too long. Another individual in cycle one withdrew from the program about seven weeks into the program when her husband's work schedule changed such that he was no longer available after school to take care of the children and meet her at the train station, which was in an unsafe location. Although she had planned to look for a sitter, she was frightened about commuting home alone at night.

The four students in cycle two who left the program did so because they had very different needs than the other students. Their language levels were much higher and their job tasks were very different from the rest of the class. The average number of years they had studied English was 9, whereas the rest of the class had studied for an average of 3.4 years. Their TOEIC score averaged 403 points higher. The average for the class was 430 whereas it was 833 for the 4 participants who left.

Listed below are tables on the student characteristics per cycle. The data include student characteristics: country of origin; native language; gender; years in the U.S.; years of English study; and position at the Bank. This data was collected during orientation sessions prior to enrollment.

In addition, there is a chart for each cycle on the students who did not complete the program and a third chart for the candidates who were referred but not enrolled. Data on the participants' ages was not gathered for reasons of legal complications in age discrimination. In addition, please find the summary of participants' data.

III. Characteristics of Program Participants

Characteristics of Cycle 1 Participants

The following paragraphs summarize the characteristics of participants who enrolled in Cycle 1. Characteristics of each student were reported on personal data forms. The information for all students is presented on the Student Vital Statistics Charts which follow.

I. Cycle 1

Of the 12 participants who began, 10 were female (83.3 percent) and 2 (16.6 percent) were male.

The following languages were represented in Cycle 1:

Language	Number	Percent
Chinese (Hong Kong)	4	33.3%
Russian	2	16.6%
Burmese	1	8.3%
English (Guyana)*	1	8.3%
Hebrew	1	8.3%
Hungarian	1	8.3%
Spanish	1	8.3%
Urdu (Pakistan)	1	8.3%
Total	12	= 100.0%

*The English speaking participant is from Guyana.

The amount of time that Cycle 1 participants lived in the United States ranged from 2.5 years to 36 years. The average number of years cycle one participants lived in the U.S. was 15.

The amount of time for those who reported years of English studied ranged from 3 years to 14 years. Of those who reported years of English language study, the average number of years of English studied was 7.9. The three students who had been in the U.S. the longest did not report the number of years they had studied English.

III. Characteristics of the Program Participants

Characteristics of Cycle 1 Participants

The following paragraphs summarize the characteristics of Cycle 1 participants who completed the program. Characteristics of each student were reported on personal data forms. The information for all students is presented on the Student Vital Statistics Charts which are attached.

I. Cycle 1

Of the 8 participants who completed the program, 6 were female (75 percent) and 2 (25 percent) were male.

The following languages were represented in Cycle 1:

Language	Number	Percent
Chinese (Hong Kong)	4	50%
Hebrew	1	12.5%
Hungarian	1	12.5%
Spanish	1	12.5%
Urdu (Pakistan)	1	12.5%
Total	8	= 100.0%

The amount of time that Cycle 1 participants lived in the United States ranged from 2.5 years to 36 years. The average number of years that Cycle 1 participants lived in the United States was 17.5 years.

The amount of time that Cycle 1 participants studied English ranged from 3 years to 14 years. Of those who reported years of English language study, the average number of years was 7.8 years. The three students who had been in the U.S. the longest did not report the number of years they had studied English.

III. Characteristics of Program Participants

Characteristics of Cycle 2 Participants

The following paragraphs summarize the characteristics of participants who enrolled in Cycle 2. Characteristics of each student were reported on personal data forms. The information for all students is presented on the Student Vital Statistics Charts which follow.

II. Cycle 2
Of the 18 participants enrolled in Cycle 2, 11 (61 percent) were female and 7 (39 percent) were male.

The following languages were represented in Cycle 2:

Language	Number	Percent
Spanish	7	38.9%
Russian	4	22.2%
Chinese (Burma and Hong Kong)	3	16.6%
English*	2	11.1%
French	1	5.5%
Arabic (Egypt)	1	5.5%
Total	18	100.0%

*The English speaking participants were from Jamaica.

Of the seven Spanish-speaking participants, one (14.3 percent) was from Mexico, one (14.3 percent) was from Costa Rica, two (28.6 percent) were from Cuba, one (14.3 percent) was from Ecuador, one (14.3 percent) was from Honduras, and one (14.3 percent) was from Peru.

The amount of time that Cycle 2 participants lived in the United States ranged from 2.25 years to 30 years. The average number of years that Cycle 2 participants lived in the United States was 13.1 years.

The amount of time that Cycle 2 participants studied English ranged from zero to fifteen years. The average number of years that Cycle 2 participants studied English was 5.2 years. (This does not include participants who reported that they were native English speakers).

III. Characteristics of Program Participants

Characteristics of Cycle 2 Participants

The following paragraphs summarize the characteristics of participants who completed Cycle 2. Characteristics of each student were reported on personal data forms. The information for all students is presented on the Student Vital Statistics Charts which follow.

II. Cycle 2

Of the 14 participants who completed Cycle 2, 8 (57 percent) were female and 6 (43 percent) were male.

The following languages were represented in Cycle 2:

Language	Number	Percent
Spanish	7	50.0%
Chinese (Burma, Hong Kong)	2	14.3%
English*	2	14.3%
Russian	1	7.1%
French (Haiti)	1	7.1%
Arabic (Egypt)	1	7.1%
Total	14	= 100.0%

*The English speaking participants are from Jamaica.

Of the seven Spanish-speaking participants, one (14.3 percent) was from Mexico, one (14.3 percent) was from Costa Rica, two (28.6 percent) were from Cuba, one (14.3 percent) was from Ecuador, one (14.3 percent) was from Honduras, and one (14.3 percent) was from Peru.

The amount of time that Cycle 2 participants lived in the United States ranged from 2.5 years to 30 years. The average number of years that Cycle 2 participants lived in the United States was 13.7 years.

The amount of time that Cycle 2 participants studied English ranged from zero to twelve years. The average number of years that Cycle 2 participants studied English was 3.9 years. (This does not include participants who reported that they were native English speakers).

III. Characteristics of Program Participants

Student Vital Statistics Chart
Cycle 1: Students who completed the program.

#	Gender	Native Country	Native Language	Yrs. in USA	Yrs. of English	Position
1.	Male	Pakistan	Urdu	9.75	not reported	Lead Teller/ Teller Mgr.
2.	Female	China (Hong Kong)	Chinese	27	not reported	Customer Service Manager
3.	Female	China (Hong Kong)	Chinese	3	13	Operation Manager
4.	Female	China (Hong Kong)	Chinese	2.5	+4	Teller
5.	Female	Ecuador	Spanish	25	5	Lead Teller/ Teller Manager
6.	Female	Hungary	Hungarian	36	not reported	Assistant Customer Service Manager
7.	Male	Israel	Hebrew	7	3	Teller Supervisor
8.	Female	China (Hong Kong)	Cantonese	30	14	Teller Manager

III. Characteristics of Program Participants

Student Vital Statistics Chart
Cycle 2: Students who completed the program

#	Gender	Native Country	Native Language	Yrs. in USA	Yrs. of English	Position
1.	Male	Mexico	Spanish	10	6 mos.	Invoice Coding Clerk
2.	Female	Costa Rica	Spanish	6.75	3.5 years	Data Entry Clerk
3.	Female	Cuba	Spanish	26.75	0	Central Liability Clerk
4.	Female	Ecuador	Spanish	15	2	Technician/Data Entry Clerk
5.	Male	Haiti	French	21.25	10	Senior Proof Clerk
6.	Male	Burma	Chinese	10	12	Check Processor
7.	Female	Jamaica	English	30	native	Clerk Supervisor Reconcilement Dept.
8.	Female	Honduras	Spanish	10	Minimal off & on approx. 3.5 Yrs.	General Service Clerk
9.	Male	Egypt	Arabic	10	3	Finishing Clerk
10.	Female	Cuba	Spanish	25	3	Clerk Supervisor
11.	Male	Hong Kong	Chinese	4	1	Encoder
12.	Female	Peru	Spanish	10	3 mos.	Sr. Data Entry Clerk/Operator
13.	Female	Jamaica	English	9	native	Secretary/Cust. Serv.
14.	Male	Russia	Russian	2.5	8	Programmer

III. Characteristics of Program Participants

Student Vital Statistics Chart

Cycle 1: Students who did not complete the program

#	Gender	Native Country	Native Language	Yrs. in USA	Yrs. of English	Position
1.	Female	Guyana	English	11	9	Lead Teller
2.	Female	Russia	Russian	3	5	Teller
3.	Female	Burma	Chinese/ Burmese	4	7	Teller
4.	Female	Russia	Russian	22	11	Cust. Serv. Rep.

Cycle 2: Students who did not complete the program

#	Gender	Native Country	Native Language	Yrs. in USA	Yrs. of English	Position
1.	Male	Russia	Russian	12.75	15	Program Analyst
2.	Female	Taiwan	Chinese	13.75	3	Prgram Analyst
3.	Female	Russia	Russian	14.5	8	Prgram Analyst
4.	Female	Russia	Russian	2.25	10	Teller

III. Characteristics of Program Participants

Students who were referred but did not participate in the program

CYCLE 1: All students who were referred to cycle one were enrolled.
No candidates were excluded.

CYCLE 2:

#	Gender	Native Country	Native Language	Yrs. in USA	Yrs. of English	Position
1.	Female	U.S.A.	English	30	30	Expeditor
2.	Male	Puerto Rico	Spanish	not reported	not reported	Branch-Banking Sales and Customer Service Rep.
3.	Male	India	Indian	20	11	Proof Reconcilment Clerk
4.	Male	Russia	Russian	5	7	Program Analyst

N/C

III. Characteristics of Program Participants

PROGRAM PARAMETERS

1. Target number to be served: 30
2. Number served at each site: see below

Locations	No. of Participants	No. of Classes
Chase Teller Development Center 40 West 34th Street New York, NY	12	1
Chase MetroTech Center, Brooklyn, NY	18	1

III. Characteristics of Program Participants

Summary of data for those who enrolled

1. Mean age:	N/A	
2. Gender:	Number	Percent
Number of females	21	70.0%
Number of males	9	30.0%
3. Number of years with company:	Number	Percent
0-5	17	56.7%
6-10	6	20.0%
11-15	2	6.6%
16-20	1	3.3%
21-25	4	13.3%
4. Average Number of Years in U.S.A.	13.9	
5. Average Number of Years of English Language Study	6.2	
6. Ethnicity:	Number	Percent
Hispanic	7	23%
Asian	8	27%
White	11	37%
Black	4	13%

III. Characteristics of Program Participants

Summary of data for those who enrolled (continued)

7. Primary Language:	Number	Percent
Arabic	1	3.3%
Burmese	2	6.7%
Chinese	6	20 %
English (Jamaican, Guyanese)	3	10 %
French (Creole)	1	3.3%
Hebrew	1	3.3%
Hungarian	1	3.3%
Russian	6	20 %
Spanish	8	36.5%
Urdu	1	3.3%
8. Place of Origin:	Number	Percent
Asia	8	26.6%
Carribean	6	20.0%
Central America	2	6.7%
Eastern Europe	7	23.4%
Middle East	3	10.0%
North America (Mexico)	1	3.3%
South America	3	10.0%
9. Outcomes	See evaluation report	

III. Characteristics of Program Participants

Summary of data for those who completed the program

1. Mean age:	N/A	
2. Gender:	Number	Percent
Number of females	14	63.7%
Number of males	8	36.3%
3. Number of years with company:	Number	Percent
0-5	10	45.5%
6-10	5	22.7%
11-15	2	9.1%
16-20	1	4.5%
21-25	4	18.2%
4. Average Number of Years in U.S.A.	15.1	
5. Average Number of Years of English Language Study	5	
6. Ethnicity:	Number	Percent
Hispanic	7	32 %
Asian	6	27 %
White	5	23 %
Black	4	18 %

III. Characteristics of Program Participants

Summary of data for those who completed the program (continued)

7. Primary Language:	Number	Percent
Arabic	1	4.5%
Burmese	1	4.5%
Chinese	5	22.7%
English (Jamaican)	2	9.1%
French (Creole)	1	4.5%
Hebrew	1	4.5%
Hungarian	1	4.5%
Russian	1	4.5%
Spanish	8	36.4%
Urdu	1	4.5%
8. Place Of Origin:	Number	Percent
Asia	6	27.3%
Carribean	5	22.7
Central America	2	9.1%
Eastern Europe	2	9.1%
Middle East	3	13.6%
North America (Mexico)	1	4.5%
South America	3	13.6%
9. Outcomes	See evaluation report	

IV. Dissemination Activities

IV. Dissemination Activities

Two of the objectives of the grant proposal were promoting the use of this model among other agencies, educational institutions, and banking institutions nationwide and instituting the workplace literacy program in other programs at NYANA. Both of these objectives were met.

Numerous activities were implemented in promoting the use of our model among other institutional institutions and businesses, both locally and nationwide.

Copies of the Chase/NYANA Workplace Literacy Program 1993-94 Final Performance and Evaluation Reports are being sent to each of the following:

1. Division of National Programs
   Office of Vocational and Adult Education Programs
   US Department of Education
   Washington, DC

2. ERIC Clearinghouse on Adult, Career and Vocational Education
   Center on Education and Training for Employment
   Columbus, OH

3. Northeast Curriculum Coordination Center
   New Jersey State Department of Education
   Aberdeen, NJ

Secondly, a couple of articles have been written promoting the program. Educational Testing Service has made the Chase/NYANA partnership its feature article for the winter 1995 publication of, *The Reporter*. Both the Workplace Literacy Program model design and program results are described. A second article appeared in the Spring 1994 issue of *This Works: A City Innovation Report On Successful New York Non-Profit Projects*. This article summarized the partnership, program goals, and type of instruction. These articles follow in appendix

Third, descriptions of the Chase/NYANA Workplace Literacy Program model and resource materials are being listed on database for publication being produced by the National Alliance for Business to be made available to industries nationwide.

Fourth, information about the program has been made available to the Teachers of English, to Speakers of Other Languages, community at local and national levels. A presentation on the project specifically addressing curriculum, development processes and model, has been given at the annual TESOL conference held in Baltimore in 1994. Information was sent about the curriculum to numerous individuals who attended the annual TESOL conference.

IV. Dissemination Activities

Presentations on VESL and workplace literacy instruction are scheduled to be given at Hunter College, NYC this March, by NYANA workplace literacy staff.

After presenting the project at TESOL, we had ESL teacher/researcher, Lorna Mikhelson visit the program. On sabbatical from Kingsway College of Education in London, she was surveying workplace literacy and ESL programs in New York City.

Technical assistance was also provided to agencies interested in beginning workplace literacy partnerships. Information was shared with the San Francisco Jewish Vocational Services Agency, Rosenberg Emigre School. The New York Citizenship Task Force, (upon referral from the New York Immigration Coalition), contacted NYANA to learn about the project.

Institutionalization of Program Successes

Materials from the program have been made available to Chase regional banks; particular branches are considering utilizing instructional units with their staff.

In addition to outside visitors, members of NYANA administrative and executive staff as well as representatives from NYANA's Board of Directors visited the classes. With an interest in analyzing the possibilities of expanding NYANA's workplace literacy services, Dr. Misha Galparin, Associate Executive Vice President for Professional Services, and Educational Psychologist, Dr. Lev Landa, observed teaching techniques and assessment activities. Discussions of program potential followed.

NYANA/ESL administrative staff and faculty also visited the program, including NYANA/ESL teacher training coordinator and they were continually updated as to the program's successful practices and challenges. Materials developed in the workplace literacy program have been shared, and numerous instructional approaches have since been incorporated in NYANA's other training programs.

The mission of NYANA's ESL School is to assist refugees in learning English so that they may become self-sufficient through employment. The content of the Workplace Literacy Program reinforced and illuminated the world of business and corporate culture for the faculty.

IV. Dissemination Activities

Institutionalization of Program Successes (continued)

One component of NYANA's ESL department is Vocational ESL, (VESL). Every member of the Chase/NYANA Workplace Literacy Project staff of 1994 has also been on the NYANA/VESL staff. Project Director, Greta Grossman has begun to coordinate the VESL Division, Mim Solberg, Teacher Trainer/Curriculum Developer, has been the Teacher Training Supervisor of VESL and Janet Langon, the teacher who pioneered the first cycle in our first wave of funding, has since been promoted to teacher trainer in the VESL Division. Both teacher training supervisor and teacher trainer have brought their expertise and experience in workplace literacy to developing new VESL curricula with customer service foci and helping VESL teachers develop instruction relevant to student's professional goals. Additionally, both of this year's workplace literacy instructors, Polly Painter and Barbara Huppauf, have been teaching VESL courses at NYANA. They have used numerous materials and activities developed in their workplace literacy courses in their current VESL classes.

NYANA ESL faculty were familiarized with the program through direct experience rating pre and post videotape interviews of this year's participants. In orientation and rater training workshops the Chase/NYANA workplace literacy program model was explained; student population and their needs were well illustrated. Faculty were able to participate in analysis of program effectiveness and make recommendations for development of oral communication assessment tools to be used in future workplace literacy programs as well as other NYANA/ESL programs.

Meetings to discuss course effectiveness and review program structure were opened to NYANA program directors of ESL and the Vocational Training department. The purpose of these meetings was for the teachers to share their first-hand perspective on program activities, successes and challenges, and recommendations for the future. Implications for other programs at NYANA were also discussed.

V. Evaluation Activities

V. Evaluation Activities

An external program evaluation has been conducted by an independent evaluator, Dr. Charles Auerbach. He provided recommendations on increasing program effectiveness from the beginning of the grant period based on analysis of outcomes from our first wave of program funding in 1992-93. His report can be found in Part B of this report.

As the program progressed and upon consultation with Dr. Auerbach, numerous assessment instruments were modified and new tools were developed. Additionally, the pre and post instruction videotaped interview rating scales and methods were considerably altered. A description of these modifications, and new instruments used in this year's program follow. The tools can be found in appendix G.

Pre-instruction assessment activities included TOEIC examinations, collection of survey forms from managers and participants themselves regarding job requirements and communication skills needs. During orientation sessions with managers and separately with participants, informal focus groups were conducted to elicit discussion and understanding of communication skills needs. The information from these discussions was recorded and used to develop relevant class instruction and IEP goals.

Survey forms used prior to instruction for identifying participants' needs included:

1. Manager's Referral Form
This form was based on a previous model, however, it was modified to collect more specific information regarding job tasks, and asked managers to prioritize communication skills needs and identify difficult situations. Information from managers' referral forms was used purely to develop instruction, and IEP goals. It was not entered into a database for measuring achievement.

2. Manager's Competency Rating Sheet
Upon recommendation from our external evaluator, this form has not changed in order to allow us to compare last year's and this year's programs. This form was used repeatedly to measure progress, manager's were asked to complete it prior to instrcution, mid-course and at the end of the program. Pre and post ratings were compared to provide insight into manager's perception of improvement.

3. Performance Appraisals
As used in our first wave of funding, bank performance appraisals completed by participants' managers were collected prior to and after instruction. These forms were directed to specific job functions. Performance ratings were compared, pre and post, to determine program effectiveness on job performance.

V. Evaluation Activities (continued)

Student forms collected prior to instruction included a Personal Data Sheet and Pre-Course Survey.

4. Student Personal Data Sheet
This form was developed during our first wave of funding and remained unchanged. It focused on basic demographic data which was used as a basis for planning instruction and served as a core for the database developed on each participant.

5. Pre-Course Survey
This form was developed this year to facilitate the students' orientation session focus group and collect pertinent information on students' learning constraints and needs. i.e. - basic questions asking if they had tape recorders or VCR's were important for developing instruction.

Prior to the course, students were given the Test of English for International Communication (TOEIC). This provided us with baseline data on participants' reading and listening comprehension.

6. Test of English for International Communication (TOEIC)
The TOEIC was successfully used in our first wave of funding to provide information on participants' basic language abilities as they entered the program and also as a means to compare language abilities before and after instruction. Constructed as a multiple choice English test for adult non-native speakers of English in business environments, it helped us establish valid measures of student progress and overall program effectiveness. While it was developed for business and industry, it does not require specialized technical knowledge or vocabulary beyond that of a person who uses English at work.

Based upon their experience in last year's program, TOEIC scores were much more meaningful to NYANA project staff for establishing participants' overall language levels. Prior to working with students, TOEIC scores were helpful in determining appropriate material selections and grouping students for specific class activities. Within this year's program, participants' entry scores varied significantly from very low beginning levels of 120 points to 945 points. (1000 point scale) Cycle 1 participants scored in an intermediate to high intermediate range whereas the significant portion of Cycle 2 students were determined to be beginning to low intermediate level. IEP materials and grammar references were selected accordingly.

The test was administered by NYANA project administrative staff prior to the beginning of the course and during the last week of the program.

V. Evaluation Activities (continued)

A second evaluation activity to measure individual student achievement and program effectiveness was the use of individual videotaped interviews.

7. Videotaped Interview Assessment Tool (VIAT)

This tool was originally created within our first wave of funding. However, it had not been validated and it did not provide us with results. Upon consultation with our external evaluator, Dr. Charles Auerbach, modifications in the rating scales and methods for rating were made. The interview format and questions remain the same.

Students were given videotapes to assess their communication skills as they progressed through the program. The program focused on developing students' self-awareness and initiative in improving their own language abilities. Their pre-course videotape interview was the first on their tape. Students were directed to view their videotaped interviews and assess their own communication strengths and weaknesses prior to their first IEP meetings in order to develop their IEP goals. Likewise, at the end of the program, students were again asked to view their pre and post instruction videotapes prior to IEP meetings in order to discuss progress in areas of continued learning.

The most significant change in using this as a tool for measuring program effectiveness was the development and implementation of structured workshops for training ESL professionals to rate these videos. In our first grant, raters did not have a background in ESL, and secondly, they never met as a group but received individualized instructions on how to rate participants. Based upon these sessions, rating definitions were improved. After practice sessions, raters were consistent in selecting ratings within a point of each other. Agendas and minutes for these training sessions are included.

The training of raters in viewing of tapes was processed at the completion of the project. Tapes from fifty percent of the program graduates were selected at random for viewing and rating by NYANA/ESL faculty who were unfamiliar with the project.

V. Evaluation Activities (continued)

8. Student Self-Assessment Questionnaires

Students were also asked to rate themselves on the seventeen areas of competency addressed in the course. Questionnaires developed within our first wave of funding were slightly altered, simplified, and made more directly relevant to student's actual jobs. These were used as teaching tools to focus students on individual learning needs as well as for program evaluation. Specific questions were targeted for class instruction purposes only. Students rated themselves at the beginning and end of the course. These ratings were entered into student databases to measure participant perception of skill.

9. Attendance

Attendance was reported weekly during teacher supervision meetings; reasons for any absences were recorded. Monthly attendance sheets were submitted to program files and entered in the program database

Additional evaluation activities that occurred at the end of the program included:

10. Student program satisfaction survey

This form was developed within our first wave of funding to assess participants' satisfaction of program components such as the instructional process and relevance of course to their work lives. Students were asked to complete these form anonymously and without the presence of the teacher to ensure objectivity.

11. Teachers' evaluation of program questionnaire and meeting

Similarly to our first wave of funding, teachers were requested to prepare responses to the program questionnaire. In meetings to debrief the program based on the questionnaire, they shared perceptions of the student body, curriculum, challenges, successes and recommendations for the future. Given that there were only two classes, more intimate ongoing contact between members of the NYANA project team had enabled everyone to be aware of the program workings, therefore end of course meetings were less formal and members of other NYANA departments were invited to participate.

12. Manager's Final Evaluation Survey

This questionnaire was also developed within our first wave of funding but was significantly simplified to reduce paperwork and redundancy. It addressed issues such as absenteeism, promotability, and worker productivity.

V. Evaluation Activities (continued)

13. *End of Course Ratings of Individualized Areas of Instruction*

The most significant change was the development and use of forms for rating improvement on individualized educational plan objectives. Three similar sets of forms were created; one to be completed by teachers, one by participants' themselves and a third one to be completed by participant's managers. These forms were individualized based on students' IEP goals and job requirements. They provided a direct link for evaluating the impact of the student's learning on his/her job performance.

VI. Project Staff: Changes in Key Personnel

VI. Project Staff and Changes in Program Personnel

All members of the NYANA administrative staff were involved in the initial development of the program in 1992 -93. However, given the smaller size of this year's program the roles of administrative staff differed. A smaller NYANA team was designated for the 1994 Chase/NYANA Workplace Literacy Program. The curriculum coordinator from the first wave of funding, Ms. Greta Grossman, continued on the project in the position of project director; and a member of the curriculum development team and teacher trainer, Ms. Mim Solberg continued on the project as a teacher trainer/supervisor. Ms. Solberg worked with the first cycle teacher and was responsible for guiding the curriculum development activities. Ms. Grossman worked directly with the second cycle teacher in addition to managing the entire project. General oversight for the project was given by NYANA's Director of Educational Services, Dr. Sam Goldstein. These changes were suggested and approved during the beginning of the program, *(correspondence of 12/27/93; approval received 1/25/94 from grant officer)*. With expertise and experience gained from the first wave of funding, the project director and teacher trainer were well aware of the challenges and successes and able to plan and carry out the program with greater success. Roles and functions are for each position are listed on the following pages.

Teaching faculty cited in our proposal of July 1992, and teaching staff from our first wave of funding were no longer available. Ms. Nevard had been promoted to supervisory staff at NYANA and Mr. Elliot had taken a leave of absence.

Having worked closely with teachers and students during our first year, project director and teacher trainer were able to identify appropriate criteria for teacher selection. Prior experience had demonstrated that the teacher would need a background in at least two of the three following areas: ESL materials development, communications and business. A teacher's job description follows.

Both instructors selected for this year's program were able to meet this criteria. Ms. Polly Painter was the teacher for cycle one, Ms. Barabara Huppauf was the teacher for cycle two. Ms. Painter had been an ESL instructor at NYANA for fours years and had successful taught VESL courses in accounting. While she had a background in business and communications, her strength was in materials development. Having worked together for a couple of years, Ms. Solberg the teacher trainer, was able to build upon a positive working relationship. Ms. Huppauf came to NYANA with twenty two years of language teaching experience. Having taught ESL/ workplace literacy in several different companies, and having held administrative roles including curriculum developer and materials designer for workplace ESL and VESL courses, she was well prepared for the challenges that arise in developing and teaching communications skills in the workplace. (Curriculum vitae are found in Appendix C.)

VI. Project Staff and Changes in Program Personnel

In addition to providing instruction, teachers fulfilled tasks as listed in the proposal including planning lessons, correcting assignments, writing IEPs, conducting IEP meetings, monitoring students' progress towards meeting their IEP goals, attending meeting weekly with NYANA supervisory staff and reporting on students progress and difficulties, learning activities and needs. Participation in training and orientation workshops, meetings with the Bank, and students' managers, were also required. Additionally teachers were involved in a direct needs analysis of their students' workplace language requirements. Teachers' participated in students briefings/ initial initial focus group and in cycle two the teacher made visits to each participants workplace.

In contrast to our first year, financial considerations were worked out before training began and teachers had been well informed of the job requirements, scheduling and commitment required. Expectations of the program and teachers role were made clear from the beginning. An extensive orientation and set of teacher training activities preceded each course. Based on our first year's experience teachers were involved in workplace observations, task analysis and student and manager's orientation meetings. These initial teacher training activities were successful in allowing teachers to absorb the objectives, needs and structure of the program quickly. Teachers were free and clear to concentrate on the work at hand- and able to familiarize themselves with the curriculum, the nature of the partnership and the potential needs of the students. This change empowered the teachers and facilitated the teacher training process which proceeded in a dynamic productive and smooth fashion.

With clearly defined roles and responsibilities the program ran much more smoothly. Teachers were comfortable developing lessons based on guidelines set forth in the curriculum and in meetings with NYANA training and supervisory staff. (See Appendix B for description of teacher training and orientation workshops)

CHASE/NYANA WORKPLACE LITERACY PROGRAM 1993-94
COMMUNICATIONS SKILLS COURSE

Job Description for Instructor's Position

1. Teach thirty week customized communication skills course to a class of approximately 15 non-native speakers of English employed in customer service positions at Chase Manhattan Bank. Class meets twice a week, two and a half hours per session. Assess students needs; implement highly interactive, "living" curriculum with functional context approach, (utilize authentic bank materials and student generated scenarios).

2. Attend weekly meetings. Report on classroom activity, submit future lesson plans and materials for discussion and approval.

3. Responsible for producing written authentic materials for in class instruction as well as individual student use, following objectives laid out in the curriculum guide and in cooperation with the NYANA workplace literacy staff. Create student readings, worksheets, tests as well as individualized student assignments that address students' needs in the workplace.

4. Develop written individual educational plans (IEPs) for and in collaboration with each student. Responsible for holding IEP meetings, implementing IEP objectives, and recording individual student progress. Report on students progress to NYANA workplace literacy administration and communicate with employees' supervisors.

5. Conduct needs analysis through some or all of the following:
    - focus groups with prospective students and managers,
    - worksite observation of employees' job tasks and recording of language functions
    - observation of employee training programs,
    - meetings and interviews with employees, supervisors and other Chase personnel.

6. Contribute to program development through active participation in group meetings.

17

CHASE/NYANA WORKPLACE LITERACY PROGRAM 1993-94
COMMUNICATIONS SKILLS COURSE

Instructor's Role and Responsiblities

1. TEACH CLASSES:

two and a half hours per session, two sessions a week for thirty weeks

Deliver group as well as individual instruction
Includes:

- holding individual meetings with students (IEPS)*
- initial videotape interviews with each student*
- assign, correct and return homework weekly
- track student participation: attendance, lateness and IEP assignments

** These activities are scheduled to take the place of in class group instruction*

2. CREATE WRITTEN INSTRUCTIONAL MATERIALS AND LESSON PLANS:

Develop lessons based on unit and lesson guidelines
(develop language component based on your class's level and needs for English on the job)
Select, revise/ or create materials including tests to suit the level of your class

3. MEET WITH NYANA WLP STAFF:

A. Weekly meetings to:

I. Review next the upcoming weeks lessons:

- Share lesson plans and materials; ask questions
- Develop materials/ methods with WPL staff

II. Submit class materials:

- weekly records of student attendance, lateness & assignments
- Review and submit last two lessons to include lesson plan and corresponding materials used or assigned in class & discuss student problems; discuss observation
- Submit IEP assignments and IEPs to be photocopied for student files; pick up previously submitted assignments and materials requested

III. Report on student performance/ problems

-receive/discuss information from/to managers

B. End of course review and evaluation of program meeting

CHASE/NYANA WORKPLACE LITERACY PROGRAM 1993-94
COMMUNICATIONS SKILLS COURSE
Instructor's Role and Responsiblities

4. WRITE INDIVIDUAL EDUCATIONAL PLANS:

- Review IEP folders: student self assessments & manager's input
- Develop 3 - 4 written objectives with corresponding assignments per student
- Submit written plans after holding individual student meetings.
  (Some objectives and assignments will remain the same during the entire course but need to be reviewed during mid course and final IEP meetings.)

5. PREPARE FOR PROGRAM IMPLEMENTATION: TEACHER ORIENTATION TRAINING ACTIVITIES

The following sessions will be held as indicated per cycle

1. Program orientation sessions
2. Using the curriculum guide for lesson planning: methods of instruction and materials development
3. Assessment of elements of communication: preparation to teach Unit One
4. Observation of Bank training course at Chase + worksites
5. The worksite, the students and the course: meshing needs
   Discussion of worksite observations, using workplace observation notes as lesson material*

6. NEEDS ASSESSMENT AND CURRICULUM MODIFICATION

1. Visit the worksites; brief discussions with managers and observations of students and/or model employees performing job tasks. Collect authentic materials.
2.* Meetings with NYANA program staff: curriculum revision

7. PARTICIPATE IN MEETINGS WITH BANK

1. Managers briefing/orientation session
2. Students' briefing/ orientation session
3. Introduction to the training site and coordinating Chase program staff
4. Mid-course meeting with students' managers for feedback
5. Graduation

Chase/NYANA Workplace Literacy Project 1993-1994
Teacher Trainer Role and Tasks

Develop teacher training plan in collaboration with project director

- Develop/modify training workshops including orientation
- Develop system of ongoing training
- Create checklists for lesson planning, and other teachers' assignments

Provide teacher training and supervision

- Conduct weekly meetings with cycle one teacher
- Provide consultation on selection of materials and methods in lesson planning
- Visit classes. Observe classes and provide feedback to teacher. Provide in-class demonstrations of activities new to teacher.

Meetings

- Meetings with project director once a week
- Attend teacher interviews, orientation, and initial training workshops for cycle one
- Attend program evaluations with teaching staff
- Participate in managers' orientation and manager's focus group for cycle one
- Help facilitate arrangements for cycle one, communicate with Chase point person/training site coordinator
- Attend all graduation ceremonies

Curriculum development

- Provide suggestions on modifications to curriculum outline
- Facilitate teacher curriculum modifications and materials development to meet the needs of cycle one students

Report

- Provide input on cycle one: teacher training needs, accomplishments and challenges

Other

- Participate in NYANA ESL staff development workshops to share workplace literacy experience with ESL school staff

Chase/NYANA Workplace Literacy Project 1993-1994
Project Director Role and Tasks

Plan and oversee program operations

- -- Analyze results of previous program and modify program structure, curriculum, assessment tools and methods, teacher training sessions and activities
- -- Plan and coordinate schedules, use of facilities, and other resources necessary for program implementation
- -- Supervise NYANA project staff: teacher trainer/curriculum developers, teachers, project secretary and video technician
- -- Hold weekly meetings with NYANA program staff; visit training sites; observe classes provide feedback

Provide orientation to program staff and guide program implementation to meet project goals

- -- Develop and conduct workshops for teaching staff to ensure project goals are fully understood
- -- Develop and conduct orientation sessions in collaboration with Chase to program participants and managers
- -- Monitor program functioning; communicate with Chase project staff, participants, participants' managers and NYANA staff to keep all parties informed of program status and mediate difficulties

Conduct staff development sessions and give presentations on project to ESL community

- -- Coordinate visits, share program materials, challenges and successes with NYANA ESL school supervisory staff and ESL community
- -- Given presentations on project at local and national TESOL conferences
- -- Share information, provide technical assistance to other educational institutions, CBOs interested in beginning workplace partnerships

Oversee evaluation process

- -- Consult with external evaluator; revise and implement program evaluation tools and methods
- -- Oversee the collection and organization of evaluation materials; oversee preparation of data for program evaluation

Oversee needs analysis and curriculum development

- -- Rewrite curriculum outline and assessment activities in consultation with external evaluator and teacher trainer/ curriculum developer
- -- Direct and participate in need analysis of students requirements for communication on the job: participate in worksite visits with teacher for cycle two and collaborate in curriculum modification; Conduct focus group of student and during a portion of the students and managers' briefing/orientation sessions
- -- Oversee the collection and use of authentic Bank materials
- -- Review lesson plans and teacher created materials; oversee the collection and organization of materials to be available for future cycles and programs

Chase/NYANA Workplace Literacy Project 1993-1994

Project Director Role and Tasks

Oversee the development of the Videotaped Interview Assessment Tool

- -- Colloborate with curriculum developer/ teacher traininer to modify the videotape interview assessment tool (VIAT), with consultation from the external evaluator
- -- Prepare and conduct VIAT rater training workshops
- -- Supervise the production of video materials for program assessment
- -- Ensure results are entered and provided to external evaluator

VII. Appendices

VII. Appendix A: Curriculum

Final Performance Report: Appendix A
Curriculum: Description of Modifications

The curriculum was created based upon extensive needs analysis of the language and communication skill requirements of employees in teller and other customer service positions under our first wave of funding in 1992-1993. It was designed in two major parts to guide teachers in developing and implementing classroom instruction as well as individualized instruction and assignments in accordance with IEP goals.

The curriculum addresses seventeen areas of competency and is structured into ten units. Each unit focuses on a particular workplace communication theme and includes competency skills practice. Within each unit, goals and objectives are stated, topics to be covered and instructional activities and materials are listed. Suggested grammar points and vocabulary are also offered. Additionally, a set of individual daily lesson guides were developed within our first wave of funding. These daily lesson guides included the session's objectives, suggested activities and materials for reaching stated objectives and areas of competency that were the sessions main focus.

Curriculum modifications were made during the beginning of this years program based upon the experiences and recommendations of program and teaching staff from our first wave of funding. Revisions included the elimination of activities and materials that were not effective and the addition of activities and materials used successfully.

Teachers in 1992 -93 had had success using selections from ESL textbooks. Two of these texts were chosen for the 1994 program. In addition to the numerous authentic Bank materials that were used as the basis for reading assignments, discussion and role plays, students in 1994 received the ESL textbook, *Beyond Language, Cross Cultural Communication,* 2nd Ed. by Mara Adelman and Deena Levine, 1993, Prentice Hall. Selections which supported unit themes and objectives were incorporated into the curriculum. Secondly, students received grammar reference texts and corresponding workbooks, *Understanding and Using English Grammar*, written by Betty Azar and published by Prentice Hall. (*Fundamentals of English Grammar*, was substituted for some lower level students in cycle two. This text, also written by Betty Azar is the intermediate level text of the same series). Grammar textbooks were used for in class grammar reviews and provided students with materials for independent practice of grammar points in accordance with their IEP objectives.

Another modification in curriculum that was made prior to cycle one was the elimination of daily lesson guides.

Final Performance Report: Appendix A
Curriculum: Description of Modifications

A consensus among teachers and program training staff in 1993 had revealed that the implementation of the curriculum according to daily lesson guides was difficult as each class needed to progress at its' own pace. Teachers needed more flexibility in planning their lessons. Rather than continue to modify the daily lesson guides based upon each class composition and level, the activities and materials that had proved most effective across all classes were described in the unit outlines. . The daily lesson objective guides were available to teachers as additional resources but were generally not used; when feedback on the curriculum was elicited, both teachers in 1994 indicated that the daily lesson guides were unnecessary and the additional amount of material was confusing.

A third modification of the curriculum was the expansion of unit one from four to eight sessions. Unit one is an introduction to the course and was designed to provide opportunities to identify specific student needs in preparation for IEP development. Within unit one, students are engaged in a series of self assessment activities that correspond to the seventeen areas of competency addressed through out the curriculum. For each competency students are asked to complete a questionnaire identifying strengths and weaknesses. These questionnaires and assessment activities are then used as a basis from which student and teachers discuss and prepare individualized educational plans. (Questionnaires are also used for program evaluation purposes).

In our first wave of funding, student/teacher IEP meetings were held after the first four class sessions. This quick review of each of the competency skill areas proved to be insufficient; teachers and students were not confident about the skill needs they had identified for their IEP assignments and in fact some students had not been able to complete all assessment activities prior to their IEP meetings. Secondly, teachers and program staff in 1992-93 recommended that more time be devoted to student introductions and other activities with the sole purpose of establishing group rapport.

In 1994, eight class sessions were held prior to IEP meetings. Both students and teachers understood the competency skills as they related to specific job functions and were well prepared to discuss personal communication skill needs at their first IEP meetings. However, in cycle two students had very basic English language needs that were immediately apparent, (most IEP objectives fell into areas oral production, oral comprehension and confidence in communication). The extensive assessment of other skills was discouraging to students. Feedback from teachers in both cycles indicated that the amount of self assessment and competency review was a bit tedious and unnecessary.

Chase and NYANA: A Partnership to Remove Barriers to Job Performance 1993-94

Final Performance Report: Appendix A
Curriculum: Description of Modifications

Prior to the course, teachers in 1994 had already become familiar with their students needs through direct experience with the Bank, meetings with students and their managers and worksite visits. Within future programs student assessment activities can be limited to focus on fewer areas of competency; selection of specific areas of competency can be based on the specific needs assessment activities that occur prior to each cycle.

Refinement of the curriculum occurred as the course progressed, assignments and materials changed as a result of class levels or Bank changes which impacted students' jobs. For example, with structural changes in the Bank many participants were being cross trained. Their need to understand instructions, new procedures or how a different department functioned was more critical than in our previous year. As a result, the curriculum was implemented with greater emphasis on clarification strategies, verification of expectations in the context of understanding workplace instructions. Many of the Bank materials used in our first wave of funding were out of date and new authentic materials were used. Likewise workplace dialogues used as the basis for role plays and discussion were created by teachers based on their first hand knowledge of their students job requirements and communication difficulties. The curriculum outline, unit goals and competencies served as a workable framework from which teachers were able to adjust instruction to suit their students needs for communication on the job.

In addition to the improvements in the curriculum itself, several other factors contributed to the greater success of implementing the curriculum in 1994. The teachers selected came with extensive materials development experience. Both had skill assessing student language needs and were able to integrate practice in grammar and vocabulary, (and idioms) into their topic based lesson plans. Third, teachers were better prepared to implement the curriculum. They were directly involved in assessing their students needs for language on the job from the beginning of the program rather than from the beginning of the course. Prior to the first day of instruction, teachers had met and interviewed participants and their managers, visited the worksites where they observed their students communications on the job and gathered authentic Bank materials. Teachers also attended orientation workshops a couple weeks before beginning to teach the course where without the immediate pressures of delivering instruction they were able to study the curriculum, understand it's structure and became familiar with using. And last, because both teachers and program staff were thoroughly familiar with the material and students, the curriculum could be used more freely, adjustments made more spontaneously while retaining relevancy to students work lives and meeting program goals.

Chase and NYANA: A Partnership to Remove Barriers to Job Performance 1993-94

Final Performance Report: Appendix A
Curriculum: Description of Modifications

Teachers identified the following units as most beneficial to students:

Unit Three: Working Together

This unit focuses on language functions such as asking for and giving clarification, making suggestions, offering and asking for help, explaining mistakes, giving and accepting apologies and responding to complaints.

Unit Six: Getting your Point Across

This unit focused on organizing ideas. Students listened for the main ideas and outlined workplace discussions. Students practiced giving instructions, explaining procedures and presenting ideas with supporting statements and conclusions.

Unit Seven: Researching the Workplace

This unit provided students with an opportunity to observe a position other than their own in order to identify opportunities for advancement and gain a broader perspective of how they fit into the Bank. Students practiced observing, recording workplace conversations and interviewing other employees about their work.

Teachers recommended that unit one activities be streamlined and that unit two, non-verbal communication need not be a separate unit.

Activities that were the most effective included:

1. Use of videotape for increasing students self awareness.
2. Use of role play and follow up discussions to develop students ability to communicate appropriately in a variety of workplace scenarios.
3. Use of commercial videotapes to provide students model of workplace conversations from which they could analyze language.
4. Workplace observation assignment
5. Journal assignments

Areas of competency that were addressed most:
1. Confidence in communications
2. Oral production: grammar, pronunciation and vocabulary
3. Oral comprehension
4. Organization of ideas
5. Written Production: grammar and organization of ideas)
6. Self Awareness
7. Diplomacy and Understanding of Others Expectations

Chase and NYANA: A Partnership to Remove Barriers to Job Performance 1993-94

Final Performance Report: Appendix A

Curriculum: Teaching Techniques and Instructional Activities

1. Role plays

The technique use most was role play.

A two to four step procedure for classroom roleplay was used

1) Students were assigned roles, functions and/or phrases to use sometimes these would be videotaped, the teacher would sometime play one character and model, sometimes students were to role play a scene directly

2) Debriefing the role-play was always the next step students would analyze the role play in class; often the performer would be the first to self assess, then classmates would be asked to give feedback.

Frequently the same pair would be asked to "replay" the scene, keeping the feedback of instructor and fellow students in mind

3) Often the roleplays would be videotape and analyzed. This provided the most effective means of self assessment, and greatly increased students self awareness. In addressing diplomatic language, role plays with videotape feedback were highly effective.

2. Simulated Meetings

Students in the intermediate to advanced level class were in positions where they supervised other tellers and/or provided customer service. Those that were supervisors were responsible for holding meetings and those that were tellers or customer service representatives had to attend many meetings and if they were to move up needed to be able to conduct meetings. Given this group, a major class activity that incorporated many of the students individual IEP objectives as well as reinforcing much needed listening, organizing ideas and diplomacy skills was a weekly simulated meeting.

Students were directed to:

1. Write outlines for meetings, (prepare agendas)
   come with outline to hand in to teacher after presentation

2. Lead meetings

3. Take notes (minutes) on meetings

4. Participate in meetings

2. Simulated Meetings: As the course progressed the students involvement in these simulated meetings became increasingly challenging.

1. First students were asked to present information. The purpose of the meeting was simply to inform other tellers of something

a. Students were assigned to present on real work topics i.e. "better banking" or loans (little structure was given) as meetings went on students brought in their own topics.

b. The other students were asked to role play as if they didn't know the technical info.) Students were directed to focus on **presentation,** (non-verbal communication style, organization of information, language used ...) not bank products -or technical knowledge.

c. Students who were not assigned to "conduct the meetings" were directed to take notes or minutes, outlining the meeting - after which they prepared written memos. Before a formal study on organizing ideas was introduced into the course, students were required to write questions for the person leading the meeting. After introducing and practicing outlining skills, students who participated as meeting members were required to take meeting notes; these were to be written as minutes and later to be turned in as both meeting minutes and when assigned as "memos" presenting the results of the meeting decisions.

d. The teacher's role was to keep students focused on language rather than banking. Students had to be clean about who their audience was reminded to set up the scenario such that classmates don't know about the procedure or information being introduced. The teacher debriefed the meeting sessions requiring students to show and compare their outlines and later memos. Students received feedback on their use of appropriate formats and language use.

e. Follow up of meetings required students to:
   a. immediately self assess
   b. receive or give suggestions to classmates
   c. self assess by viewing videotape and writing their reaction to their presentation or performance in journal. Students had specific questions or areas to focus on according to their IEP objectives.

f. Memos that were the results of meetings were frequently assigned as homework as well as individual IEP journal assignments. However writing memos from the meetings during class time was more effective as feedback could then be immediate.

2. Simulated Meetings

2. After each student had a chance to practice presenting they were required to conduct an interactive meeting, the student leading the meeting was responsible for presenting a piece of information or problem and leading a discussion about it.

Students had a problem they had to solve at the bank. They had to present the problem and get others to give ideas/suggestions on how to solve the problem. This assignments was extremely effective for students who talked around issues and needed to be more direct in order to be clearly understood at work.

3. Discussion

Class discussions were very effective in debriefing role plays. In cycle one they were particularly effective because of the small and cohesive group of students. Organic classroom discussions frequently developed as a result of students increased awareness of misunderstandings that occurred in their workplaces. The teacher balanced time given to students' immediate workplace situations with the curriculum integrating their concerns into lessons. Because of the greater number of students and diversity of positions, class discussions in cycle two were more structured, and developed less naturally. Students in cycle two frequently were directed to discuss assignments in small groups.

4. Synopsis of readings for discussion from Beyond Language.

5. Presentations

Students each had a videotape which they brought to each class session in order to record their performance and later view privately at home. All students were assigned to present on: their job tasks and on their workplace observations.

6. Self Assessment, Observation and Giving Feedback

Video of presentations and roleplays was a regular activity as discussed. Students were directed to reflect on their performance and self-assess in their journals. Areas of competency were understood and became a checklist for students to assess themselves and provided feedback to one another.

As a result students became increasingly perceptive of communication patterns and were able to articulate strengths and weaknesses in their own style of communication as well as in the performance of their classmates. Students gained skill in identifying and pointing out communication breakdowns diplomatically.

7. Journal Writing

In cycle one journals assignments included:

1. reflections on questions from classroom discussion
2. specific IEP assignments

In cycle two, journal assignments included:

1. reflections on each class lesson (end of class writing activity)
   this provided the instructor with immediate feedback from students
2. specific IEP assignments

8. Grammar Activities

Students were given assignments from Understanding and Using English Grammar, by Betty Azar. Both the text and the workbook were used. IEP assignments were given from the workbook for independent practice on structures that individual students had difficulties with. The textbook was used in class for group practice and as a student reference. Due to lower level English ability, several students in cycle two were given the intermediate level text Fundamentals of English Grammar, rather than the advanced volume. Students shared texts when there was in class review.

Cycle one: Introduced grammar structures by eliciting examples from students to practice. Structures were chosen based on the lesson and in response to student errors. Grammar reviews were frequently introduced as warm up activities and students were expected to apply the language to activities in the rest of the lesson Modals, the subjunctive and conditionals were the grammar points introduced and reviewed most through out the course. Diplomatic expression required their use. By the mid-point students in cycle one didn't feel the need to continue to focus on grammar as much as other communication skills; this was reflected by change on their IEP's goals.

9. Vocabulary and Idioms:

Vocabulary and idioms would be introduced as it came up in working with workplace materials and dialogues. Mix and match activities or closure exercises were developed by teachers and assigned as "quizzes" to reinforce workplace terminology.

10. Pronunciation

Pronunciation and intonation was not taught as part of group activity. Students who had particular difficulties were given IEP assignments that involved use of practice with audiotapes. Individual sounds were identified and tapes were made to address particular difficulties; classroom feedback was given when intonation patterns made understanding difficult, when participants were speaking too quickly or too softly .

Chase\NYANA Program 1994
A COMMUNICATION SKILLS COURSE

UNIT I: INVESTIGATING YOUR WORK LIFE, SETTING GOALS

UNIT II: YOUR PUBLIC IMAGE: LOOKING GOOD EVERY DAY

UNIT III: WORKING TOGETHER: EXAMINING ROLES IN YOUR WORK ENVIRONMENT

UNIT IV: NETWORKING: BUILDING RELATIONSHIPS

UNIT V: PUTTING IT DIFFERENTLY, (REVIEW)

UNIT VI: GETTING YOUR POINT ACROSS

UNIT VII: RESEARCHING THE WORKPLACE

UNIT VIII: MOVING AHEAD: CREATING OPPORTUNITIES FOR YOURSELF

UNIT IX: DELICATE SITUATIONS: THE FINE POINTS

UNIT X: TRANSFERRING YOUR SKILLS TO THE WORKPLACE, FINAL ASSESSMENT

Chase\NYANA Program 1994
A COMMUNICATION SKILLS COURSE

Language skills exercises are part of each unit. Listening, speaking, reading and writing skills are practiced within each class session with extra emphasis on oral communication skills. Cross-cultural issues that may interfere with successful communication are also addressed through out the course.

UNIT I: INVESTIGATING YOUR WORK LIFE, SETTING GOALS

- Introduction to course
- What is communication?
- Introduction to areas of competency: oral production, oral comprehension, written production, reading, non-verbal communication, para-verbal communication, concentration, cooperation, self-awareness, observation, divergent thinking, confidence in communication, understanding others' expectations, diplomacy and integration into corporate culture
- Individual video-taped interviews
- Learning styles and self assessment

UNIT II: YOUR PUBLIC IMAGE: WHAT YOU PROJECT

- IEP meetings: setting individual learning goals
- American attitudes towards banking: expectations
- Para-verbals: demonstrating acknowledgement, agreement and disagreement
- Non-verbal behaviors: cultural differences
- Making a good impression: presentation skills
- Projecting a professional image
- What keeps you from speaking?

UNIT III: WORKING TOGETHER: EXAMINING ROLES IN YOUR WORK ENVIRONMENT

- Examining topics and forms of address appropriate at work
- Examining manners of conduct from a cross- cultural perspective
- Clarification strategies
- Mistakes and apologies
- Asking for help
- Requesting information
- Making suggestions
- Responding to complaints
- Explaining your point of view
- Establishing boundaries in conversation
- A look at your private versus public self

Chase\NYANA Program 1994
A COMMUNICATION SKILLS COURSE

UNIT IV: NETWORKING: BUILDING RELATIONSHIPS AT WORK

- Finding opportunities to initiate conversation on the job
- Making small talk
- Giving support: compliments and reassurance
- Defining workplace relationships: examining signals of friendship at work across cultures
- Expectations of encounters on the job
- Levels of disclosure: how open or restrained to be

UNIT V: PUTTING IT DIFFERENTLY, (MID COURSE REVIEW)

- IEP Meetings: self assessment - review progress and modify learning goals

- Communicating differently according to audience and situation, levels of formality
- Phrasing: using technical terms, using layman's terms and expressing the positive
- Examining attitudes towards different styles of speech

UNIT VI: GETTING YOUR POINT ACROSS AT WORK

- Exploring cultural differences in thought, speech and writing
- Organizing ideas: outlines
- Sequencing: introductions, transitions and conclusions
- Building logical arguments
- Providing supporting statements and good examples
- Being concise: using each word with a purpose
- Paraphrasing others' ideas before responding

UNIT VII: RESEARCHING THE WORKPLACE

- Examining your position and communications on the job
- Stating assumptions of other positions at work
- Observing other positions and testing assumptions
- Observing with objectivity: writing neutral descriptions
- Recording information while speaking with others
- Analyzing conversations on the job: contexts, level of formality, phrases used ...
- Reporting on workplace observations

Chase\NYANA Program 1994
A COMMUNICATION SKILLS COURSE

UNIT VIII: MOVING AHEAD: CREATING OPPORTUNITIES FOR YOURSELF

- Exploring assumptions about promoting yourself
- Clarifying your position; identifying your assets and what you want to do
- Getting the information you need
- Initiative: creating opportunities and making the most of every exchange
- Getting others to invest in you: more on presentation

UNIT IX: DELICATE SITUATIONS: THE FINE POINTS

- Identifying difficult situations
- Interpretation: explaining different points of view
- Examining assumptions about conflict, identifying cultural beliefs and styles of handling conflict
- Managing more than one conversation at a time

UNIT X: TRANSFERRING YOUR SKILLS TO THE WORKPLACE, FINAL ASSESSMENT

- Demonstrating capability
- Self assessment
- Sharing personal changes and plans
- Individual videotaped interviews
- Final IEP meetings
- TOEIC test
- Graduation and party

UNIT I: LOOKING AT COMMUNICATION, YOUR WORK LIFE & SETTIN GOALS

Purpose:

- to orient students to the program
- to get to know each other
- to examine elements of communication: areas of competency
- to self assess communication skill needs: areas of competency
- to develop individual goals for the course (IEP preparation)

To be covered:

- Introduction to areas of course content:
    - elements of communication: overview of course competencies
    - concepts of cross cultural communication
    - types of assignments: observation, journal, self assessment, (videotape feedback) and IEP development
    - types of class activities: role plays, group work, presentation...

- Introductions: describing backgrounds and current positions

- Expectations:
    - expectations and concerns about the course
    - expectations of teacher's role and relationship
    - expectations in the work place/communication requirements

- Initial self assessment and setting objectives:
    - Looking at your learning style.
    - Looking at your language usage (ie. When do you speak English? When do you speak your native language?)
    - Looking at your career: where you are & where you want to go.
    - Looking at your culture, (values clarification)

- Looking at your communicative behaviors in the workplace:
  Speaking, Listening, Reading, Writing, Organizing Ideas, Non-Verbal, Para-verbal, Confidence in Communication, Initiative, Concentration, Divergent Thinking (problem solving), Observation, Self Awareness, Understanding Other's Expectations & Diplomacy, Cooperation and Integration into Corporate Culture

- What is communication?

UNIT I: LOOKING AT COMMUNICATION, YOUR WORK LIFE & SETTING GOALS

Activities:

Pre course assignments: Students must complete the following upon enrolling in the program:

- Fill out personal data form to include
- Pre-course survey
- Schedule and take the TOIEC

1. Introduction to program staff, training site and the course: see program notes for session one

2. Student Introductions:
   - Students work in pairs, interview each other and then introduce their "partner" to the class. Information to be shared to include personnel and professional information. (see student worksheet "Questions to explore with your partner"

   -Students are asked to "Find someone who...can answer questions regarding Bank terms (collected from Chase materials), bank structure, personnel likes and interests, language background, etc. Ask students to circulate around the room and ask their classmates the questions, when they find answers note the classmates name next to the item. When most students have found answers to all items reconvene as a group. Conduct follow up discussion asking students to share what they learned about each other.

3. Discussion of course expectations.

A. Engage students in discussion of what they hope to accomplish in the course, why they want to be in the program, what they want to learn, what they expect they will be able to do better at work after the course -how the course can help them professionally.

- what they have studied before, kind of ESL or communications classes they have taken here, in their native country if any, kinds of assignments learning activities they are used to/how they have received feedback; teachers responsibilities versus students... (excerpt from *Beyond Language*, pgs, 208-211, 231)

- what their needs for speaking on the job are, what they do and need to read or understand or write at their jobs; or have student map who they interact with at work and then ask them to identify difficulties

B. Follow up writting assignments- journal entry for homework or on the spot writing assignment. (See lesson activity notes for teachers and student worksheet: "Expectations of Course")

Activities:

4. Engage students in a discussion of their learning preferences, (styles). Have students complete learning styles writing assignment worksheet. Collect and submit for photocopies and IEP file. Also see "Ways to Learn a Language", from *ESL for Action,* Auerbach and Wallerstein, Addison Wesley, 1986 ; "How to be a Better Language Learner", from *Fast Forward*, Oxford, 1980

5. Individual teacher/student videotaped interviews, to get a pre-instruction language sample and in preparation for IEPs. *To be scheduled during the second week of class*

6. Discussion of "Communication"
   Engage students in discussion of communication. What makes makes for good communication, what causes misunderstanding, elicit examples of miscommunications at work. Encourage reflection on the notion that successful communication results from more than use of correct language/grammar and vocabulary. (See lesson activity notes for teachers "What is Communication?", also excerpts from *Beyond Language*, or *The Silent Language*, Edward Hall)

7. Communicative exercises, discussion and self assessment activities for each area of competency.

   A. For each area of competency select or develop exercises to increase students understanding of the competency and how each area of competency can influence communication in the workplace. (See resource binder and work with NYANA program staff for activity selection and development).

   B. After each exercise debrief activity and conduct discussion. Clarify comptency definition and skills. Ask students to identify skills they used in the exercise. What skills and what the component skills are for the area of comptenecy being addressed. (i. e.area of competency: Non-verbal; componenet skills: use of eye contact, use of gestures, smile when greeting...). Refer to your list of competency objectives to probe students. Then elicit examples from students of how they use the skill at work where they have difficulties at work because of skill abilities, what job tasks, or with whom they have difficulty, what situations...

   C. Using a questionnaire for each of the areas of competency have students will rate themselves on communication skills and identify situations at work where they are having difficulty. Questionnaires are to be collected and copies made for student IEP files.

8. IEP preparation: Review what IEPs are and expectaions, schedule etc. Have students complete IEP worksheets stating specific skills they feel they should improve upon.

Chase/NYANA Workplace Literacy Program 1994

UNIT II YOUR PUBLIC IMAGE: LOOKING GOOD EVERY DAY

Purpose:

- to develop tools for improving behaviors that make up your public image
- to improve presentation skills

To be covered:

I. IMPRESSIONS

- Observation of behaviors involved in short conversations:
    - eye contact
    - facial expression
    - gesture
    - proximity (distance between speakers)
    - chronomics (timing)
    - grooming and attire: breath and body odor, food habits
    - greetings
    - use of names
    - opening and closing of conversations
- Interpretation of behaviors involved in short conversations: exploring multicultural perspectives (focus on non verbal and paralinguistic aspects)
- Impressions you are giving; how are others reading you?

II. COMMUNICATION SKILLS AND PUBLIC IMAGE: WHAT INHIBITS COMMUNICATION?

- Examination of fears of contact:
    - with colleagues
    - with customers
    - with authority (speaking to your supervisors)
    - of asking questions

To be covered (cont'd.):

- Examination of your values and beliefs/the motivations for your behaviors:
    - identify your assumptions: what you expect of co-workers in terms of language use and behaviors (i.e. - how they greet you)
    - identify your own expectations of customers' behaviors and language use (Ex. What did a customer do or say that surprised you?)

- Examination of customer expectations: Americans expections of Banks and feelings about money

Chase/NYANA Workplace Literacy Program 1994

UNIT II YOUR PUBLIC IMAGE: LOOKING GOOD EVERY DAY

Language to be covered:

Grammar Points:

1. Reviews of past and present tenses
2. Relative clauses (Ex. What did you do *that* surprised you?)
3. To be used to
4. Gerunds used as subjects following prepositions
6. Should used for giving suggestions
7. Adverbs of frequency

Vocabulary and Phrases

8. Idiomatic phrases for greetings and closings:
   What's up?
9. How can you tell? to deduce, to infer/inference
10. terms to patronize: be derogatory, to reprimand
    stereotype

UNIT II YOUR PUBLIC IMAGE: LOOKING GOOD EVERY DAY

Activities:

1. Students will participate in role plays (see role plays for Unit II).

2. Examining your image: Videotape students during assigned roleplays or short impromptu presentations. They must view themselves and analyze the impressions they are giving; determine what behaviors they should increase, decrease, or change. Begin as class assignment, have students react in journals.

3. Discuss chapter in *Beyond Language* pgs. 100-111 -- Read aloud students take turns summarizing paragraphs and discuss material. (Take questions on vocabulary)

4. Discussions on reactions to 3 quotes,pg 101 from *Beyond Language*
   -- Do you agree with any of these?
   -- Why do you think these people feel the way they do?

   Elicit student responses -
   What makes up non-verbal behavior? Write on board.

5. Illustrate the notion that "Non-verbal communication is not universal." Contrast students' observations and interpretations of different scenes. Present students with brief video clips. Have students write what they think is happening. Then discuss and compare interpretations/observations. Ask students for examples of how different interpretations of a situation have caused misunderstandings at work.
   1. *Kramer vs. Kramer* - scene where Dustin confides in boss that wife has left him. D. is jittery but tries to cover.

   2. What nonverbal questions helped you read into the situation? - eyes, posture, hand motions, pacing.
   3. What visual cues led you to make your conclusions?

   B. How did you interpret the scene? Compare answers.
   What happened?

6. Illustrate the notion that "Non-verbal communication is not universal."
   Pantomime Emotions
   1. Each student is given an emotion (on paper) to mime.2. Other students guess Ex.: waiting in line: i) impatient ii) bored
   - listening at a meeting: i) become angry ii) disagree with all said
   - proofing: i) $1,000 short ii) proofed - talk to manager: i) being reprimanded ii) frustrated by ______.

Activities:

7. Journal assignment to review tenses also follow up in Azar
    1. 1 Parag - "What are you doing now?" (present continous)
    2. 1 Parag - "Desc. a typical day at work." (simple present)

8. Have students record the number of times they use a particular behavior, (for example, use the customer's name, maintain eye contact, or close conversations), in a fifteen minute period. Repeat this exercise daily for the next week.

    Journal assignment: What was the effect on the interactions when you increased the behavior? (eye contact, use of names)

9. View excerpts of the film *Working Girl* and conduct discussion on how changes in grooming and presentation effect workplace relationships. Have students identify differences. Discuss these scenes:

    6:00 - 7:45
    1. "Intro. to Tess"
        a. What is your first impression of her? Why?
        b. How does her appearance reflect her behavior?
        c. How does her appearance reflect others treatment of her?

    8:00 - 11:00
    2. "Tess meets new boss, Kathryn"
        How do you compare them? First impressions?

    19:55
    3. "Tess goes to Kathryn with an idea"

    45:45
    4. "Tess impersonates Kathryn"
        a. How did she change?
        b. How did other people's reactions to her change?

    Focus discussion on concrete behaviors.

10. Journal assignment: Describe how two different people dress at the bank. (i.e. manager vs. teller, consider two people you know) In class, students write in journals: Answer in paragraphs: - How do you compare these people? - How does the way they dress reflect the impressions they're giving? Discuss responses in class

Activities:

10. Conduct discussion of what the "American" unwritten rules of para- and non-verbal communication are, continue discussion asking students to identify the unwritten rules for non-verbal communication at their workplace versus on the street, versus with friend..... Ask students to consider questions: How do Americans interpret a long silent pause, a soft voice, given in response to a request?, How far should you stand/sit from the person you are talking to?.... Also can be journal assignment.

11. "American" expectations of banks and feelings about money; the importance of personal connection for the customer.

a. Students will view a scene that portrays the traditionally valued bank/customer relationship in the film, *It's a Wonderful Life.*Have two students summarize scene orally

b. discussion: How do "Americans" see banks? What do you think their expectations and their fears are? How does this relate to the behaviors you encounter among your customers? Discuss: What are relationships between characters?, Compare your relationships at your bank with films.– What is film's relationship between customers and bank? Compared to yours?– Why do people act the way they do about money?– How is communication affected by cultural values?

c. Student will be asked to listen for and report on stories they hear people (non-bank employees, their friends or family), tell about bank occurrences.

13. Students are given a set of pictures w/people gesturing...By taking turns, students are asked to give a paraverbal to match each picture. after each one, if questions come up for clarifications, students clarify and discuss interpretations.

14. Journal assignment: In your position at Chase, what are the most important elements that make a good impression? and Why? Use examples to support your opinions.

15. Conduct discussion on what Americans consider good service. Elicit non-verbal behaviors that contribute to creating a positive image .

16. Given a videotape and/or a series of photographs, students will write descriptions; separate interpretations from observations. Examine, by discussion and/or writing, how they came to certain judgements. (see D.I.E.materials (describe, interpret and evaluate)

Activities:

17. Have students roleplay an assigned scenerio each speaking their native language or gibberish/ have them make up a language. Have students observe and interpret meaning. A = customer B = teller
    A wants to know how B got her job and her future job plans.
    A wants to open an account (chkg.)
    A wants to change the name on his account

    After each role play - students
    1. Assess themselves.
        a. Did you feel you could understand the other person? How? Why?
        b. What feelings came up? How did you deal with them? (i.e. frustration, Take observations from class
        a. What do you think was happening? How did you know? What non-verbal behaviors did you see?
        b. What feelings came up? How could you tell?
        c. Did the students accomplish their goals in the role play?

18. Making impressions: Reception line role play
    Reception at the bank. A is bank president. Students meet her and then go into party area. A. Party Reception Line: 1. Fill out name tags
    2. Go thru procession: 3. Mingle in next area.

    Videotape proceedings. Replay and assess:
    - What kind of impression did you make? (be specific) Why? How?
    - Were you comfortable using names?
    - How would you improve this?

19. Using student worksheet, *Impressions,* have students work in pairs or small groups to to complete. Conduct class discussion.

20. Have students view their own patterns of interaction in the classroom (videotape of classroom discussion). Journal assignment and class discussion of fears of speaking and assumptions of protocols in conversation. Identify situations at work or in class where they do not speak. State why.

UNIT III: WORKING TOGETHER: EXAMINING ROLES IN YOUR WORK ENVIRONMENT

Language to be covered:

Grammar Points:

1. Modals: might, could, would, and can (as requests, suggestions)
2. Use of gerunds following specific phrases and verbs
3. Have to (use to express necessity)
4. Questions formation
5. Passive voice
6. Levels of directness:
   X bothers me
   I find X annoying
7. Tag questions (used to express confirmation or ask for clarification)
8. Paired conjunctions: either...or

Vocabulary and Phrases:

9. Use of titles: Mr., Mrs., Miss, Ms., versus first names
10. Diplomatic language: please,I'd like...
    I'd appreciate it if you could...
    to be sorry, to bother, to annoy
    to mind, Why don't you...?
    Can you tell me how to...?
    From my perspective...
    to mean, Do you mean that...?
    Here's what I can do
    Here is what I need you to help me with.
    Which should I do first, x or y? (help me prioritize)

UNIT III: WORKING TOGETHER: EXAMINING ROLES IN YOUR WORK ENVIRONMENT

Activities:

1. Given specific scenarios, students will discuss whether or not they should ask for clarification, admit a mistake, make a suggestion, or other language functions.

2a. Students will create a kinship chart, list topics that are encouraged and those that are taboo for given relationships. (contrast family versus work or other formal versus informal relationships)

2b. Students will map who is in their bank: their roles and relationships and list topics that are taboo and those that are encouraged in certain relationships.

3. Observation assignment: Students will note behaviors, topics of conversation or ways of speaking that are "offensive" to them.

4. Journal assignments:

    - How do you handle conflict? Are you used to showing dissatisfaction? How?

    - What bothers you about someone's behaviors or what they say? What would you like to say to him or her about it?

5. Observation assignment: Students will note different ways their colleagues or supervisor make suggestions, ask for information, speak about a given topic, or other language functions.

6. Students will participate in role plays. (See role plays for Unit III.)

7. If the students bring up situations where they wish to file formal complaints, do not advise them directly. Procedures for employees to address unwanted behaviors coming from colleagues and other staff should be given to students as a research assignment on which they can report in class.

8. *Beyond Language*: activity A on page 84 regarding communication functions also reading and vocabulary in chapter three: the way people speak.

UNIT III: WORKING TOGETHER: EXAMINING ROLES IN YOUR WORK ENVIRONMENT

Activities (cont'd.):

9. Students will practice wording their ideas to communicate that they are flexible while protecting their own needs. Through oral and written exercises students will be given statements and required to reword them to emphasize the ideas that: getting the job done is most important, they have a positive attitude.

   "Think yes first. Then proceed"
   "Here's what I can do"
   "Here is what I need you to help me with"
   "Which should I do first, x or y?" (help me prioritize)

10. Student will practice wording their ideas in a s neutral a way as possible through oral and written exercises where they will change given statements to passive voice and take the *you* or *I* out of the conversation to focus on *"it"* (the task at hand).

11. Given a phrase or sentence and some contextual cues, students will be asked to identify the intent of the speaker. Students may be asked open-ended questions or for a simpler exercise they should be asked to match the phrases with specific functions, (clarification, suggestion, apology...).

12. Students will view and discuss clips from the Chase video, *Prescriptions for Complaints*.

13. Students will role play /practice admitting and giving explanations for mistakes, (including lateness), in a variety of situations. See *Expressway*, Molinsky for model dialogues and for language phrases. Have student role play pointing out mistakes without offending the person who was in error

14 Observe and note situations where coworkers, superiors and customers admit mistakes. Use **journals** and report back on the language used. What was said? How was it worded?

15. Give students language sample and have them distinguish between what is asking for favors and what is asking for help- apply to their jobs. (Ex. Asking a colleague to bring one a cup of coffee is a favor whereas asking how to proof is asking for help. Present students with examples and have them tell you whether a favor or help is being asked for; or ask students to give you examples of help/ favors requested on the job.) Discuss impression asking for help makes

UNIT III: WORKING TOGETHER: EXAMINING ROLES IN YOUR WORK ENVIRONMENT

Purpose:

- to examine the roles and relationships of your work environment in order to communicate with a realization of the inherent expectations of your co-workers
- to use appropriate forms of address and language at work given your role and relationships -- speaking differently to different people in different situations.
- to examine subjects of conversation

To be covered:

I. EXAMINING MANNERS AND RULES OF CONDUCT INVOLVED IN TEAM WORK

- Examining topics of conversation at work
- Examining forms of address

II. PRACTICING MANNERS OF CONDUCT

- Asking for clarification:
  When should you ask for clarification? How?
- Asking for and providing information:
  from co-workers, customers, from authorities (your supervisor) How?
- Asking for and offering and refusing favors
  What is appropriate (cultural considerations)? When and how to ask?
- Admitting mistakes
  When is it necessary, appropriate or inappropriate? How?
- Making suggestions:
  When is it necessary, appropriate or inappropriate? Who to make suggestions to?
  How to word your suggestions given the relationship?

UNIT III: WORKING TOGETHER: EXAMINING ROLES IN YOUR WORK ENVIRONMENT

To be covered:

III. EXPLORATION OF MANNERS OF CONDUCT FROM A CULTURAL PERSPECTIVE

- Admitting mistakes
    - Lateness
    - Excuses
- Favors and getting help
    - Asking someone to show/teach you versus having someone do your work for you.
    - Help is not usually offered unless asked for -- Americans value independence.

IV. ESTABLISHING BOUNDARIES IN CONVERSATION:

- Speaking for yourself versus having someone speak for you
- Expressing feelings of conflict: levels of directness, what keeps you from expressing conflict; what are the established procedures for registering dissatisfaction?
- Negotiating your right to a civil environment (Ex. discouraging others from discussing "offensive" topics or using offensive language)
- Explaining your point of view privately to a colleague you are in conflict with

UNIT IV: NETWORKING: BUILDING RELATIONSHIPS AT WORK

Purpose:

- to identify and comprehend implicit behaviors, (what is meant versus what is said)
- to identify and negotiate the social situations at work

To be covered:

- Finding opportunities to connect
- Making small talk: determining what to speak about when beginning conversations
- Defining friendships: appropriate behaviors at work. What is a friend? What information do you share, in your native county, in America, at work? The American concept of functional friendship
- Expectations of encounters on the job (with customers and colleagues)
  - a) How do you differentiate between small talk and more than that?
  - b) What is a conversational opening and what is an acknowledgement?
  - c) What are the implicit meanings of certain phrases?
  - d) "Your superiors are people too" – Do you interact with them?
- Levels of restraint or openness: determining the level of exchange appropriate in your work environment

UNIT IV: NETWORKING: BUILDING RELATIONSHIPS AT WORK

Language to be covered:

Grammar Points:

1. Relative clauses
2. Comparatives: to differ from, to be the same as
3. Superlatives
4. So *adjective* that + consequence
5. Use of must to imply inference or interpretation
6. Contrasting degrees of certainty using modals: must, may, could and simple tenses

   Ex: He wants to....
   He must want to... (given "x" context)
   He may want to... (given "x" context)
   He could want to.... (given "x" context)

7. Question formation: Use to initiate a conversation.
8. Conditionals:
   Use to discuss feelings of isolation and changing expectations.
   Ex: I wish I had known...

Vocabulary and Phrases:

9. Sense and perception verbs: to seem, to feel, to look, to sound. (Use to discuss feelings.) Refer to Azar, p. 13.
   Ex: It seemed to me...
   It felt like...

10. Expressions of support and empathy:
    I hear what you are saying.
    I know what you mean.
    I'm sorry to hear that.
    I'm glad to hear that.

Vocabulary and Phrases (cont'd.):

11. That seems + adjective. Use to express acknowledgement. (sounds, looks like.)

12. That sounds + positive adjective. Use to express compliments.

UNIT IV: NETWORKING: BUILDING RELATIONSHIPS AT WORK

Activities:

1. Role plays and discussion of issues of constraint during interactions with customers. Changes in level of communication (how formal to be depending on relationships, e.g. - with regular customers, strangers, supervisors).

2. Student will be given a scenario and asked to identify what information is appropriate and what information is not. Students will discuss issues of restraint with those you encounter daily.

3. Presentation of information on friendships in America and discussion: What experience do you have making friends in America, at work? What does friendship mean in your culture? Who can be friends; who cannot be? Are there status barriers to friendship? (See Bennett's workshop materials, pages 112 - 123.)

4. *Beyond Language*: see exercises and materials pages 133-165

5. Small talk exercises: *Beyond Language*: Exercise B pages 85-86, Also see *NYANA Interview activities for the ESL classroom* and unit four role plays in binder

6. Students will view a scene from the film *Working Girl*, and identify ways that Tess takes advantage of opportunities, initiates conversations, keeps track of people's interests and know who to talk to about a given issue.

5. Students will observe their work and social environment and note how relationships are influenced by gender, age, time at work.

6. Role plays Unit IV in binder.

7. Students will discuss misunderstandings at work based on different (cultural) concepts of friendship.

8. Students will identify commonalities between themselves and their co-workers. Practice engaging in conversations about mutual concerns, and develop "questioning" techniques to find out more about their colleagues.

9. *Communicating in Real World"* handout - pages 63-71 .Discuss after reading aloud in class

10. *Beyond Language*, p. 21-22. Read aloud. Discuss:
    1.Have you ever heard these expressions? What was your reaction? Did you misinterpret them?
    2.Have you ever used these expressions? Explain.

11 Discussion of friendship and workplace interaction:

What is a friend? What are friends do or speak about here, at work , in your native country? How do you think an American would define friendship: who is a friend and what is the basis for friendship? Is this different from your ideas about friends? How? Could this result in misunderstandings at work; and how these misunderstandings could be avoided?

UNIT V: PUTTING IT DIFFERENTLY (REVIEW)

Purpose:

- Increase recognition and ability to use language style, (register and level of formality) appropriate to a variety of audiences
- Increase ability to initiate and maintain constructive conversations at work (exuding "the positive")
- Increase awareness of assumptions about language styles and where to fit in
- Review progress, examine and revise IEP objectives

To be covered:

I. CONTEXT AND YOUR AUDIENCE:

- Speaking to your customer, colleague or boss
- Speaking to the opposite sex
- Speaking to someone hard of hearing
- Speaking to a non-native speaker of English
- Speaking to the elderly/the teenager

II. PHRASING

- Using technical terms
- Using layman's terms
- Stating it as simply as possible
- Stating a negative, positively
- Explaining a mistake without accusation
- Speaking face to face versus speaking over the phone
- Giving explanations (Ex. about work to upper level management unfamiliar with the technical aspects/terms of your job)

MID COURSE SELF ASSESSMENT

- IEP review of communication skills
- re-evaluation of expectations

UNIT V: PUTTING IT DIFFERENTLY (REVIEW)

Language to be covered:

Grammar Points:

1. Modals used to give suggestions:
   Ex: You could...
   You should/ought to...
2. Future possible conditional
3. Present unreal conditional
4. Passive voice: Use in giving suggestions to authority and in delicate situations, explaining mistakes
5. Reported speech

Vocabulary and Phrases:

to handle
to deal with
to hold on
If I could make a suggestion...
Perhaps it would be better if...
What if we...

UNIT V: PUTTING IT DIFFERENTLY (REVIEW)

Activities:

1. Students will engage in a variety of role plays to gain practice phrasing and restating information dependent on the audience.

   Engage students in a series of role plays whereby they will practice phrasing and rephrasing information, (requests, suggestions, complaints, and other functions already introduced), depending on the closeness of given relationships. For example, role play the same scenario, once speaking to a stranger, once speaking to a casual friend, a good friend, a family member, a new customer, a customer that you've seen everyday for five years, etc. Also create variations by changing gender, age and status and size of one's audience. (i.e. speaking to a male versus female, speaking to an elder, speaking to one person versus a group, speaking to an authority versus an equal).

   Test students on how many different directives they can respond to appropriately within a given scenario. (Example: Give an explanation. You are speaking to women. You see she is older than you. She doesn't understand English. You've noticed she is the supervisors' friend. Three people came with her to your desk....)

   After roleplays, have students will give positive criticism; use conditional : if I were in (that situation), I would....., or If you are speaking to "x" you might try ....

2. Students will engage in a variety of role plays to gain practice phrasing and restating information given directives: 1) state a negative, positively, 2) explain a mistake without accusation 3) speak face to face and repeat the dialogue over the phone, 4) use layman's terms 5) use technical term

   Through these role plays, test students on how many different directives they can respond to appropriately within a given scenario. Vary the situation by adding one directive at a time, thereby increasing the difficulty of scenarios through the layering of directives. Sample "difficult" topics to assign include: health, family problems, money, appearance, diet, marriage.

3. Have students identify and discuss differences in forms of address appropriate dependent upon: status relationships, levels of intimacy between speakers, gender, age, socio-economic background, and other variables.

UNIT V: PUTTING IT DIFFERENTLY (REVIEW)

Activities:

4. Have students discuss the ways of addressing elders, men or women, and authorities in their native language/culture and compare them to their observations of "American" forms of address. (possible journal entry)

5. Vocabulary building: have students brainstorm -generate a list of words/ behaviors that exemplify, or describe formal versus informal styles of speech. (Ex. reserved, polite, taking time)

6. Students will describe the similarities and differences between forms of address and protocol, (for speaking to a family member, friend, acquaintance, stranger) in the United States and in their own culture. What and how much do you tell each of these people? How much detail do you give? How direct are you in each relationship? What is implicit, not spoken? and Why? What is spoken about in public, at a workplace, within the privacy of one's homes?

7. Students will observe and note interactions that occur in other (non bank) customer service situations. (i.e. homework assignment: record dialogue at check out stand in grocery store)

8. Students will be given short, "provocative" dialogues of conversations between customers and bank employees. (review student journals for sample situations/or conversations) Few contextual cues will be given. Students will be asked to react as if they were the customer; then discuss ways to give information differently, to make the customer.

Ex: Customer: I've been trying to get money for the past two days.
CSR: Oh well, the system's been down.
(long pause)
There is nothing wrong with your account *(pause)* It should be working now.

8. View clips from video, *American Tongues,* and discuss issues of language style and stereotypes.

9. Ask students to listen for and record specific information, given samples of a variety of accents. (Use recording of selected clips from *American Tongues,* for dictation, close exercise, answer questions ...) Have students share describe strategies they use to understand different styles of speech/accents/dialects.

UNIT V: PUTTING IT DIFFERENTLY (REVIEW)

Activities:

10. See questions: *Concerns of American informality*, resource binder

11. American Cultural Patterns, Stewart and Bennett, pages 90-91, 160

12. Intercultural Interactions, Brislin,Cushner, Cherries,Yong, p285- 287, incidents:26

13. Give oral samples of dialogue, (without visual cues, lay sample audiotape dialogue, any TV clip) and ask students to identify how they make assumptions about people based on style of speech and language use. Ask students to describe the speaker according gender, region he/she is from, age, socio-economic status, educational level and relationship to and feelings about his/her audience.
    (Ex. What made you think that speaker was young, well educated with at least a BA? How do you know? What gave you that impression?)

14. Students will complete mid course IEP forms: describe progress and select or revise objectives and strategies in preparation for IEP meeting. Journal assignment: How has your communication changed? Give a few examples from work? (see resource binder)

15. Assign and discuss suggested questions: *Styles of Speech: Perceptions of difference* Resource binder

Chase/NYANA Workplace Literacy Program 1994

UNIT VI: GETTING YOUR POINT ACROSS

Purpose:

- to achieve greater clarity in speech and writing
- to improve organization of ideas

To be covered:

- Acknowledging the speaker
  Restating the speaker's, (customer's), intent in order to establish confirmation or identify a misunderstanding

- Finding and responding to the main ideas

- Summarizing

- Organizing your thoughts - introductions and conclusions
  - sequencing
  - connecting ideas

- Giving supporting statements

- Outlining

- Being direct: saying what you mean
  - Examining the style of giving messages in various cultures
  - Comparing the style of giving messages in your native language/culture and how it differs rom the American English you hear at work.
  - Determining when to be direct

- Being concise: using each word with a purpose

- Finding the best arguments for your audience.

- Using appropriate format in workplace documents: memos ,letters, reports...

UNIT VI: GETTING YOUR POINT ACROSS

Language to be covered:

Grammar Points:

1. Transitions:
   and, but, therefore, on the other hand, because, while

2. Adverbial clauses using:
   unless, although, though, despite, in spite of the fact, in case

3. Tag questions (Use to express confirmation of ideas)

4. Subject and verb agreement

Vocabulary and Phrases:

5. Sequencing terms:
   first, second, third......last
   then, after
   so that, therefore
   in order to, in order for

6. Phrases to introduce supporting statements
   according to, to point out, to show, for example

7. Phrases to use in "proposals"/formal suggestions
   to support, to believe in, to stand for
   to agree with, to stand behind
   to benefit by, to benefit from
   Let me tell you..., I urge you..., I encourage you...

8. Phrases to begin and end letters
   Dear Sir or Madam:
   To whom it may concern:
   Yours truly, ...

9. Phrases to indicate endings
   to summarize, to sum up, in closing/in conclusion, in short

10. Other idioms: make your point, get to the point, back it up, (an idea), cut to the chase, make it fast, to be getting at, short and sweet, beat around the bush, cut and dry, out with it

UNIT VI: GETTING YOUR POINT ACROSS

Activities:

1. Reading comprehension and oral presentation: Using authentic workplace texts, (i.e. brochures on bank products, updates on bank changes...) ask students to summarize information. Increase challenge by giving time constraints.

2. Have students give oral explanations for procedures using sequencing terms. (Ex. How to apply for a loan or credit card, fill out an application for personalized checks)

3. Assign students speeches to write and present. During presentation have classmates listen and rate presentation on aspects of organization and overall clarity. Also have classmates listen and take notes on main ideas; have second student summarize the speech.

4. Give students writing assignments requiring specific formats.
   For example, write a note to your supervisor reporting on a technical or customer problem you experienced. (Introduction, main idea, supporting statements implications, and conclusions are to be included.) Memo formats.

5. Letter writing: have students write a proposal for a bank improvement. Introduce business letter format.

6. Given readings, students will be asked to identify main points and supporting statements. Have students work in small groups to outline material first , then assign more practice in class, journal, or as homework. (Use authentic bank texts, readings from *Beyond Language,* or other bank/work related articles from, *News for You*, New Readers Press, or other; see resource binder.

7. Journal assignment: have students read and discuss Kaplan's ideas on cultural thought patterns. (see resource binder)

8. Have students participate in formal and informal debates. Focus on presenting clear introductions, supporting statements and logical conclusions. Elicit work-related topics of interest from students.

9. Have students outline given work related articles.

10. Have student give short presentations promoting and idea for work. Videotape for student self assessment and journal reflection

UNIT VI: GETTING YOUR POINT ACROSS

Activities:

11. Using a work-related reading, have students write an outline and then a summary. Have students work in pairs, or small groups, trade summaries and respond/ write reaction to reading: agree/ disagree with premise. State why; give supporting statements to back up your POV.

12. Read and analyze a passage in your native language; make an outline, in English); identifying and stating the function of the components. Specify how the form, order would be different if it were written in American English.

13. Reading: Ways of Reasoning, Chapter three, American Ways, by Gary Allen Intercultural Press, (1988). Have students read and discuss. Focus on cultural differences in organizing and presenting ideas/ directness (also see American Cultural Patterns, Bennett & Stewart, pages 45, 156-7)

14. Give students a short editorial on work related issue minus the last paragraph. Ask students to write the conclusion. (Variations: delete the opening paragraph, or the supporting arguments and have students develop them.) us Give the beginning and the end of a passage/ (first and last lines) and ask students to write the "connecting" text.

15. Ask students to write a text given only outlines. Focus on connecting ideas. (For example have students practice writing directions using sequential terms)

16. Implement a "chain" discussion: have students practice relating their ideas/opinions to given/prior statements under a time pressure. (conduct a controlled discussion whereby you call on students to acknowledge/paraphrase the former idea and then add their own idea.)

17. Roleplay workplace meetings: have students take notes and write up minutes Also assign student to prepare workplace meeting agendas as part of role play preparation.

UNIT VII: RESEARCHING THE WORKPLACE

Purpose:

- to allow students to get the information they need in order to realize career opportunities
    a) to provide students a chance to see what skills are necessary for the positions other than their own
    b) to determine what skills they need to develop in order to do the job that they observe
- to gain a broader perspective of the work place and where they fit in

To be covered:

- Specifying the types of interactions you have on the job, identifying the communication skills involved (who you speak to, for what purpose, and what you say)
- Assumptions: describing the types of interactions you think employees in other positions have and the communications skills required
- Testing your assumptions: Observing and reporting on the types of interactions an employee in another position has and identifying the communication skills necessary for that position
- Clarifying your position: what you like to do, (the kinds of conversations you enjoy most), what communication skills you have to offer, and what communication skills you need to develop.
- Interviewing: creating questions
- Observation techniques and writing objective descriptions.
- Note-taking

UNIT VII: RESEARCHING THE WORKPLACE

Language to be covered:

Grammar Points

1. Question formation
2. Reported speech
3. There + to be in all tenses: there are, there have been, there used to be....
4. Using "as if" and "as though", seems
5. Causative
6. Comparatives

Vocabulary and Phrases

to offer
to meet the challenge
to be eligible
to be good at
to be challenged by
to look forward to
to qualify for
to be good with
to count on

UNIT VII: RESEARCHING THE WORKPLACE

Activities:

1. Have students identify language skills and communicative behaviors used in their position. Discussion and written assignment.

2. Together as a class, have students observe an interaction, analyze it and determine the communication skills involved. Use sample videoclip of office scene or customer service interaction;
and/or take students to store or other nearby site where customer interaction can be observed and conduct real life observation. Be sure review observation focus prior to observation: see worksheets (resource binder)

3. Role play or use videoclip to have students practice writing actual dialogue. See dictagloss exercises; resource binder.

4. Role play introductions; have students prepare explanations as to why they are observing and practice. (See close exercise and "put it in your own words" exercise; resource binder)

5. Have students generate a list of questions to ask the party being observed. (before observation of another position at their worksite). Have students work in small groups and share questions as class.

6. Practice writing objective descriptions of work scenarios.
Conduct feedback discussion to clarify that description is "objective", language and description is accurate, observable concrete behaviors
Variation: Use DIE. Exercise:a. Description: what I see
b. Interpretation: What I think about what I see.
c. Evaluation: What I feel about what I think
(See handout for remaining procedures: resource binder)

7. *Nacirema:* Have students read and respond. Conduct follow up discussion on cultural assumptions. (see resource binder)

8. Worksite observation tasks:
students to observe someone working in another position; describe the types of interactions this person has, and note the communication skills involved in these interactions. (See worksheet observation guidelines and assignments: *Examining Your Job, Examining Another Position, Guidelines for Workplace Observation, Workplace observation assignment #1, reporting on workplace observation*. See resource binder)

9. Students will individually present reports on their observations to the class, other students will ask the presenter questions about the position.

10. Have students work in groups to create maps of bank structure based upon the knowledge acquired through workplace observations. Debrief to establish how departments are linked and hierarchy.

11. Additional research assignments:

    - Find out what educational benefits the bank offers.
      Educational opportunities: additional training at Chase
      what courses college
    - Find out what activities you are eligible to participate in as a result of being a Chase employee

12. Conduct discussion of comparison between current jobs and the position observed. Have students record " Your job - what are your:
    1. duties 2. skills 3. phrases/language used for various functions
    The job of person observed: 1. responsibilities 2. skills 3. language used
    What is the same? What is different? What communication skills would you need for the position you observed; what would you need to develop...

UNIT VIII: MOVING AHEAD - CREATING OPPORTUNITIES FOR YOURSELF

Purpose:

- to state and support positions students want to be in
- to review your public image and improve upon it

To be covered:

- Individualism versus collectivism: assumptions about moving up: Breaking the social orders of your culture: Is speaking positively about yourself bad manners? Can you ask for promotion or do you wait for someone to speak for you?
- Making yourself more visible: How important is it? Participating in meetings, after work activities, special programs (Ex: TQM)
- Recognizing opportunities: Speaking up: taking advantage of opportunities
- Getting information
    - Learning another job: getting more skills
- Taking initiative: when is it appropriate and how do you go about it?
    - Navigating personalities: deciding whom to speak to, when and the best way to present your agenda
- "Being liked": making the most of every exchange; "you do not know who you are speaking to" (with customer evaluation in mind)
- Putting yourself in the position of your supervisor, colleague or customer (review of Unit II: Looking at yourself objectively and assessing your communicative behaviors form other points of view)

UNIT VIII: MOVING AHEAD - CREATING OPPORTUNITIES FOR YOURSELF

Language to be covered:

Grammar Points:

1. Phrasal verbs
2. Perfect tenses
3. Present unreal conditional (If you were the supervisor/customer...)
4. Parallel structure
5. Paired conjunctions (not only...but also)

Vocabulary and Phrases:

6. Success idioms
    - moving up the ladder
    - to get ahead
    - to make the most of
    - to take advantage of
7. Other

UNIT VIII: MOVING AHEAD - CREATING OPPORTUNITIES FOR YOURSELF

Activities:

(Activities will be action oriented and students will be required to use initiative and more sophisticated language.)

1. Assign students research activities whereby they must collect specific information (For examples: What the branch teller manager did before he/she took his/her current position or what opportunities do you have for moving up) Have them report back findings and feelings about process of getting the information. (group discussion or journal)

2. Have students practice promoting/ "selling" their ideas, make three suggestions at work, and report back on the results.

3. Have students collect and read job posting;then in class work in groups to develop questions based on posting.

4. Conduct discussion to identify skills, values and compare with the requirements of their workplace .

5. Write descriptions of "dream/ideal" jobs. Compare with realities of current position. "What do you want from your worklife?" Develop plans about changes they would like to make. (in class journal assignments)

6. Students will practice promoting themselves, selling themselves, stating personal qualities, skills, and interests. (See NYANA Interview Activities for the ESL classroom).

7. *Beyond Language*, Chapter Eight- Work Practices and Attitudes

8. Worksheet: *Identifying Your Goals,* resource binder

9. Conduct discussion: feelings about getting promotions: responsibility for taking the initiative, competition with peers, ways to acquire professional status that they are used to in their own culture. (Ex. Are you used to asking for a promotion? Will it cause tension with your colleagues? Is it appropriate for you speak positively about yourself, to promote yourself, in your own culture?

10. Videotape roleplays of asking for a raise, promotion, information about ways to improve career opportunities... Have students provide feedback to one another taking the position of authority. Discuss proper language, timing, organization of ideas to support requests ...

Chase/NYANA Workplace Literacy Program 1994

UNIT IX: DELICATE SITUATIONS, THE FINE POINTS OF COMPLEX INTERACTIONS

Purpose:

- to gain skill in presenting a pleasant, diplomatic and professional presence
- to improve skill in managing more than one conversation or task simultaneously
- to gain confidence in using English

To be covered:

- Handling difficult situations
    - Analyzing difficult situations (identifying problems)
    - Reading contexts under pressure
    - Reading people: identifying others' expectations and points of view
    - Sharing ways to handle difficult situations
    - Practice reacting most appropriately given various constraints
- Demonstrating capability and providing reassurance
    - Establishing and remaining clear about boundaries in a conversation
    - Reassuring customers: what you say and how you present yourself to secure the customer's trust
    - More practice breaking down procedures or other information and presenting it clearly
- Juggling conversations: doing more than one thing at a time
  Handling interruptions
- Handling conflicts
    - Disagreeing with grace
    - Examining different styles of for handling conflict, (cultural and personal)
    - Negotiating solutions: expressing agreement and disagreement

Chase/NYANA Workplace Literacy Program 1994

UNIT IX: DELICATE SITUATION, THE FINE POINTS OF COMPLEX INTERACTIONS

Language to be covered:

Grammar Points:

1. Using whoever, whomever, whatever, whichever, whenever

2. Possessives used to modify gerunds
   Ex: The customer complained about *his* having to wait.

3. Passive voice and phrasing: Use to neutralize statements; taking the "I" and "you" out of the conversation.

Vocabulary and Phrases:

4. Review sequencing terms (see Unit VI)

5. Phrases used to interrupt
   - Excuse me, but...

6. Phrases used to indicate acknowledgement
   - I see
   - So what you're saying is...
   - I understand/get your point
   - As you mentioned + reported speech

7. Phrases and ways to disagree
   - On the other hand, however, regardless of ....
   - I disagree + positive statement about what should be done next expressed in passive voice

8. Phrases used to manage interruptions
   I'll be right with you, Just a minute, Hold on, I'll get back to you ...
   Sorry about the wait, now, what can I do for you?
   Thank you for waiting/for being so patient

10. Phrases to keep someone's attention
    - Bear with me here
    - Hear me out.

UNIT IX: DELICATE SITUATION, THE FINE POINTS OF COMPLEX INTERACTIONS

Activities:

1. Have students describe difficult situations, problems, miscommunications experienced at work, (journal or group discussion). In small groups have students present a problem and develop solutions. Follow with class presentations.

2. Role-plays: Layer requirements for role play whereby students must act out increasingly more complex scenarios. Simple tasks will become more involved as more characters, more conflicts, and more subtleties are added. Include interruptions. (Same as role play described in Unit V.) Use difficult situations elicited from students.

3. Given a minimal amount of information about an interaction, students will be asked to fill in the missing information to create the rest of the scene. (i.e., Given a dialogue ask students to identify who it is between, where and when it occurs and why?)

4. Students will practice and discuss the following difficult situations:*
    - explaining a bank mistake to a customer (Ex: a lost check)
    - speaking to someone who refuses to listen (Ex: restating your point diplomatically & the customer doesn't listen)
    - someone asks you to break the rules, customer, co-worker, or boss ("You know nobody.")
    - the person you want to speak to doesn't want to be disturbed
    - asking for a promotion and your colleague walks in

5. Set up and act out series of role plays: one that illustrates conflict with customers, one that illustrates conflict with co-workers and one that illustrates conflict with superiors. Conduct discussion comparing roles and responsibilities and different points of view of each party.Examples:
    a. Customer A wants you to cash check without I.D.
    b. Manager A wants you to postpone vacation
    c. Manger A wants you to clean up your work space
    d. You cover for a co-worker, your supervisor asks you to explain a mistake that was made before he left.
    (Repeat acting out selected situation using different styles of conflict resolution.)

6. Writing assignment: Give an example of how you dealt with a work conflict: What led to the conflict? How did the other person(s) deal with it? What was the outcome?

Chase/NYANA Workplace Literacy Program 1994

UNIT IX: DELICATE SITUATION, THE FINE POINTS OF COMPLEX INTERACTIONS

7 Reading assignment: *Beyond Language*, pages 12-16. Follow up with discussion or journal entries; have students select one American value from reading to present, or describe to class or in journal. Answer questions: from your experience, do you agree that... (for example, Americans value individualism and privacy), give supporting examples- what behaviors do you see at work that demonstrate that Americans value ....? Do you agree with this value? Is this important in your native culture? Describe any conflicts you have experienced at work as a result of disagreement with this value.

8. Conduct discussion on styles of conflict (see reading pgs 1-2 handout from *Intercultural Communication Solutions,* Dorothy Sermol, resource binder), How do you handle conflicts? Do you avoid them? Do you like them? Do you believe they are helpful? What reflects your philosophy? Why and how? What types of strategies do you use? Why?

9. Writing assignment: Describe conflict. Brainstorm a list os words you associate with conflict; what metaphors describe your idea of conflict?

10. Students will practice organizing ideas under pressure. Given "poor" speech samples, students will rewrite or rephrase the piece reorganizing the ideas and using clear short sentences under a time pressure and in the midst of a delicate situation. (practice "focus on the problem not the person".

11. Reading and follow-up discussion, *Communicating in the Real World,* pgs. 85-92

* (Note: Chase emphasizes that the employee's job is to *serve* customers. That employees are paid to play the *role* of service provider.)

Encourage students to think of themselves as the role than take negative comments or attitudes from customers personally.

Chase/NYANA Workplace Literacy Program 1994

UNIT X: TRANSFERRING SKILLS, FINAL SELF ASSESSMENT AND FUTURE PLANS

Purpose:

- to appraise strengths and weaknesses and assess progress
- to create future plans to reach short and long term goals
- to recognize changes in language/communication skills, attitudes or approach towards work life, and identify changes in job performance and involvement at work, (i.e. types of conversations they have with co-workers, supervisors, customers)

To be covered:

- Final assessment of communication skills: course review
    - Self assessment on all course competencies
    - Compare with pre course self assessments
- Establishing plans for continued learning
    - Setting goals: educational and professional
    - Identifying tools and strategies: using your strengths, attending to your likes and interests
    - Prioritizing efforts
- Reflecting on changes in work life, communication skills and job performance, (also attitude/feelings or level of comfort and confidence at work).
- Final IEP meetings regarding progress and plans
- Course evaluation

Chase/NYANA Workplace Literacy Program 1994

UNIT X: TRANSFERRING SKILLS, FINAL SELF ASSESSMENT AND FUTURE PLANS

Activities:

1. Exit individual video-taped interview and self assessment. Students will be interviewed individually on videotape. Assign video-tape interview assessment worksheet, see resource binder. Students assess their communication on pre instruction and post instruction video-taped interviews and discuss changes they see in themselves since the beginning of the course.

2. Written assignments to prepare for IEP meetings. Students must rate their progress and evaluate themselves given various checklists. Also complete plan for future learning. See resource binder for final IEP forms.

3. IEP Meetings

4. Students will present their ideal job and plans for reaching or creating it. Have students describe all aspects of what makes a job ideal- to include work environment, schedule, descriptions of people they have contact with , communication skills required, etc ....) Elicit class feedback on strategies for reaching ideal job.

5. Exit test: students will take the TOIEC.

6. End of course graduation and party. Have students prepare graduation ceremony. Managers will be invited and acknowledged for their support in the program. Encourage students to write invitations, develop agenda including speakers.

VII. Appendix B: Teacher Training

51

Teacher Training: Preparation and Supervision

Activities to prepare and support teachers involvement in the program were developed based upon three considerations: teacher training experiences from our first wave of funding in 1992-93, an examination of each individual teachers' experience, strengths and weaknesses; and third the nature of specific class needs. Teachers' involvement in the program differed in several ways from our first wave of funding.

Teacher selection was based upon different hiring criteria. Prior experience had demonstrated the importance that a teacher have background in communications and curriculum/materials development as well as ESL. Experience teaching English for Specific Purposes and multi-level classes was mandatory; a background in business was also sought. Both teachers met all the desired criteria.

Secondly, teachers roles, responsibilities and challenges as workplace literacy instructors were well defined from the beginning of their involvement. The first teacher orientation session was devoted to program goals, job requirements, schedules and expectations. All teacher assignments were explicated including: needs assessment activities, lesson planning and materials development, IEP meeting, IEP writing and reporting, and staff meetings.

In contrast to our first year of experience, teachers were scheduled to attend a series of orientation workshops and activities that began two to three weeks in advance of holding their first class session rather just one week. With a clear understanding of the concrete job requirements, and a couple of weeks to familiarize themselves with the new teaching situation, teachers were better able to benefit from the other orientation activities, resources and support provided by the program staff.

Another significant change that contributed to the success of the program was the that teachers involvement was more extensive. Teachers participated in all needs assessment and curriculum revision activities. As part of the teacher orientation activities, teachers attended managers and students orientation sessions where they helped conduct focus group discussions and elicited perceived communication skills needs. Secondly, teachers were more extensively familiarized with the Bank and their students' work situations. Teachers observed Bank training for new employees and made site visits to students' workplaces, where they observed job tasks being performed, interviewed managers and participants. Having a first hand perspective of their students' workplaces was extraordinarily helpful, enabling teachers to diagnose students needs, effectively use curriculum and develop relevant instruction with greater confidence.

Teacher Training: Preparation and Supervision

Teacher training activities were of two types. These were initial orientation activities and workshops to prepare teachers for specific tasks and secondly, ongoing weekly meetings to share information on general program functioning, the class, individual participants, curriculum materials and instruction. Teacher training activities were very heavy before and during the first month of the course.

Due to scheduling constraints all teacher workshops, orientation activities and meetings were conducted separately with each teacher. Group workshops and a structure that would allow teachers to work together and share experiences is highly recommended for larger programs. More training in handling student resistance to cultural awareness activities is also recommended.

Weekly meetings

Weekly visits to classes were coupled with meetings held at the training sites before or after class. NYANA program staff observed classes, modelled teaching techniques and provided feedback to teachers. During meetings, teachers reported on the successes and challenges of the class. Discussion focussed on lesson planning and implementation; selection and/or development of materials and instructional activities in accordance with the curriculum guide, program goals and student needs. Student IEP assignments and progress were regularly reviewed. Materials were exchanged: lesson plans, student work for student IEP files, videotapes of students for duplication and attendance records. Preparation and follow up on special program activities such as mid course managers feedback sessions or student workplace observation assignments were also part of the weekly meeting agenda.

These meetings provided a forum for program goals and expectations to be clarified and for teachers to share their concerns about students, curriculum and the program in general. In preparation for the weekly meetings teachers became familiar with the lesson objectives and created drafts of the daily lesson agendas, created or selected lesson activities and materials. The training supervisor facilitated selections of available resources such as film clips, language tapes, and readings to support the lessons. With experience in observation of customer service positions and understanding students language needs, training supervisors and teachers were able to collaborate in creating well developed lessons. These meetings were productive and dynamic. Teachers took initiative in creating new activities; teachers and NYANA program staff worked creatively together in modification and implementation of curriculum materials.

Teacher Training: Preparation and Supervision

Each of the initial teacher preparation activities is described below.

Program Orientation

Teachers were orientated to the program by NYANA program staff. This meeting began with discussion of program goals and teacher expectations. The students, the Bank and roles of project staff were reviewed. Teachers were introduced to and received the curriculum, selections from the program proposal and background readings on workplace literacy and cross cultural communications. Information about orientation sessions with students managers and students was shared in preparation for the next meetings.

Participants' Orientation Session & Managers' Orientation Session

All NYANA program staff, project director, teacher training supervisor and teachers were scheduled to attend orientation sessions with prospective participants and participants managers. The teacher assisted in conducting discussion of participants on the job communication skills needs. Following these sessions, the NYANA staff would meet to compile information, compare notes and discuss the student population and their perceived needs and concerns. This information formed the basis for further needs investigation and course planning.

Worksite Observation and Needs Assessment

Teachers received guidance in approaches for assessing needs through observation and interviewing prior to making visits to students' worksites or observing the Bank's training for new employees, (i.e. the teller training course). NYANA program staff visited several worksites together with the teacher. During observations, teachers recorded job tasks, language functions and actual dialogues. Authentic materials were also collected. Brief interviews/discussions with participants' managers and Bank staff were conducted by teachers and provided them with information on Bank expectations; observations of tellers and actual participants performing their job tasks provided teachers with first hand knowledge of participants' job skill requirements and abilities. During follow up meetings with NYANA program staff, Bank values and manager expectations were compared to participants' perspectives on their communication skills needs and job requirements. Information from these workplace visits was discussed, notes kept and frequently reviewed in the process of developing classroom activities, and creating individual educational plans.

Teacher Training: Preparation and Supervision

The Students, the Bank and The Course

This working meeting began with identifying participants communication skill needs and focused on examine how the curriculum could support these needs. First information from worksite visits, and orientation sessions was reviewed; participant communication skills needs identified. Secondly, methods of applying the knowledge gained from needs assessment activities to develop instruction was addressed.

Both teachers were facile in developing instructional activities and materials and were quick to recognize how job tasks, the corresponding language requirements and the actual workplace dialogues they had observed could serve as the basis for lesson material. Teachers were able to generate instructional activities that were in synchrony with curriculum and program goals. NYANA staff presented the communication skills curriculum that was designed within the first wave of funding. Correlations were made between the exemplary instructional activities teachers generated and the previously developed curriculum.

Using the Curriculum Guide for Lesson Planning and Materials Development

Teachers were provided guidelines for using the curriculum to develop lessons, select and create materials. Unit themes, objectives and areas of competency were reviewed. Activities and resource materials developed the first wave of funding were shared. Sample lessons were developed together according to curriculum objectives.

Assessment of Competency Needs: Unit One

Unit one was devoted to student self assessment activities in preparation for developing individual educational plans. In this meeting, each area of competency was examined and skill definitions were clarified and instructional activities planned.

Teacher Training: Preparation and Supervision

The following "workshops' were held during the course.

The Videotape Interview

Prior to conducting the individualized videotaped interviews with each of their students, teachers were given the interview script, watched a sample videotape interview and reviewed procedures. In addition, the first student interview was conducted by NYANA program staff. Both teachers had used videotape feedback techniques for language teaching and no additional videotape training was necessary.

Individual Educational Plans

Teachers received ongoing guidance in developing IEPs, conducting IEP meetings and writing up the student agreed upon plans and progress notes. Prior to holding IEP meetings teachers worked together with NYANA program staff to outline individual student competency objectives and learning strategies. Written guidelines and model IEPs were available to teachers for reference. After meetings, teachers shared results and IEPs were reviewed.

Mid-Course Curriculum Review Workshop

Program staff and teachers met at midpoint to review curriculum and program goals and make any necessary curriculum modifications. Feedback from this meeting was also shared with the independent external evaluator. Teachers shared unit topics and skill areas that were of most relevance to student; the instructional materials and activities that worked best and those that worked least. Material covered and what still needed to be covered was determined. Mandatory program activities were discussed and timeliness established.

Teacher Evaluation of Program

Upon completion of the course teachers were asked to meet with NYANA staff and reflect upon their experiences of the program. In preparation for this meeting teachers received questionnaires to evaluate the effectiveness of various program components: curriculum, teacher preparation activities and training, and to identify the teaching challenges and successes in light of their student population. Teachers identified how the experience benefitted their teaching, and provided recommendations for future workplace programs.

Teacher Training: Preparation and Supervision

The most significant challenge, identified by both teachers and NYANA training staff, was the difficulty in working with a great diversity of individual student needs. Planning activities that were both relevant to students' workplace communication requirements and suited to wide ranges of English ability required a lot of careful reflection and development.

A second challenge that faced one of the teachers was in handling resistance and frustration in students who had been in the country the longest. These students had fossilized language errors and were initially resistant to acknowledging cultural differences in their communication patterns. Developing effective strategies for assisting students who were not acknowledging their cultural attitudes and differences was risky for the teacher. Although uncomfortable the teacher persisted in implementing a process of ongoing student self assessment activities. Using videotape and peer feedback in role plays, creating language tapes and assigning students the task of observing and objectively describing interactions at work, on film clips... these students became more self-aware and were able to address how some of their communication challenges were culturally driven. They became more aware of the need to review and relearn grammatical structures, pronunciation and how to organize their thoughts. Through the persistent and committed efforts of all parties students did achieve greater self awareness and were able to improve their work place communications. Given similar student profiles and a teacher new to working with those, group teacher networking sessions would be beneficial in providing confidence and support.

Teachers in 1994 were given more assignments but did not experience the stress or anxiety that teachers in our first wave of funding expressed. Although the 1994 teachers acknowledged the large amount of work required for this project, neither was overwhelmed. Previous experience combined with the clear and preparation in orientation, adequate bank observations, and weekly meetings facilitated a relatively stress-free ongoing process. Both teachers felt they had learned a lot. This was the first workplace literacy class for our cycle one teacher; she felt she became much more adept at diagnosing student needs and developing effective instruction for intermediate and advanced level students. Our second cycle teacher felt she had developed her ability to personalize instruction and focus in depth on individual student needs.

CHASE/NYANA WORKPLACE LITERACY PROGRAM 1994
TEACHER ORIENTATION

I. Program Overview
- Proposal
- Goals
- The partnership with Chase and roles
- Roles of various staff

II. Program elements and activities

- TOIEC
- Video interviews
- Meetings with managers and students
- Needs assessment: observations of worksites and training
- IEP development
- Curriculum modifications
- Lesson development

III. The curriculum

IV. Requirements

V. Student populations

VI. Other

CHASE/NYANA WORKPLACE LITERACY PROJECT 1994

ONGOING TEACHER TRAINING SCHEDULE AND EXPECTATIONS OF TEACHER

I. Regular teacher training meeting time:
Every Tuesday:

II. In preparation for this meeting, teachers will have:

- A. Become familiar with daily lesson objectives for the week
- B. Created a first draft of daily lesson agendas/outlines
- C. Found or created materials or activities that she feels best suit the lesson. (It is expected that one new activity/or material be contributed by teacher per lesson).
- D. Every week the following will be collected at the weekly meeting:
    1. Lesson agendas/outlines
    2. Materials used attached
    3. New class materials
    4. Student IEP assignments for copying and filing in student portfolios
    5. Attendance/lateness records

III. At the meeting the following will be covered:

- A. Go over teacher's agendas and materials to ensure correspondence between the intent of the curriculum objectives and materials selected
- B. Add or modify activities, if necessary, to meet curriculum objectives
- C. Discuss effective means of the implementation of activities/materials
- D. Work with the teacher to integrate grammar and language into the content of the lesson. This will be committed to paper and later done by the teacher independently.
- E. Discuss individual student's needs as related to the class and IEPs.

CHASE/NYANA WORKPLACE LITERACY PROJECT 1994: TELLERS CYCLE

ONGOING TEACHER TRAINING SCHEDULE AND EXPECTATIONS OF TEACHER

IV. The trainer will be in class once a week for:

  A. Modeling role plays, exercises and activities, as necessary

  B. Team teaching

  C. Team presence for students and teacher

  D. Observation

  E. Providing verbal and written feedback

CO

CHASE/NYANA WORKPLACE LITERACY PROGRAM 1994
TEACHER TRAINING ORIENTATION MEETING
PERSPECTIVES ON STUDENTS' NEEDS

I. Debrief the orientation meeting with the students:

- * Who are they?
- * What are their needs?
    - - language level and problems observed,
    - - confidence and initiative
    - - voiced concerns
- * What do they expect from the course?

II. Debrief orientation meeting with participants' managers

- * What are students needs?
    - - problems observed
    - - problems stated
- * What do they expect from the course?

III. Compare and discuss:

- * What and why is there a discrepancy in stated needs
- * What further information is needed?
- * Other comments:

IV. Review students data charts and written data collected in student IEP files

- * Managers referral forms and ratings
  Students pre-course surveys and TOEIC scores
- * Other information from direct contact with participants or their managers

V. What are the needs your students have most in common?

GCgg 1/94

CHASE/NYANA WORKPLACE LITERACY PROGRAM 1994
TEACHER TRAINING ORIENTATION MEETING

OBSERVING THE BANK

I. Observing teller training and the worksites

- Background information - protocols

- Purpose of observation:
  - Needs analyses
  - What we will do with info

- Observation focus:

  1. Language (per task)
     What language is "used on the job"? Note language functions: what is said? why? to whom? and how?
     Record as much simulated "on the job" dialogue as possible, (when or if ss roleplay banking duties)

  2. Conversational conventions
     What communication difficulties or misunderstandings would take place for the non-native speaker of English in performing the tellers' duties?

  3. Workplace values
     What are the values of the Chase workplace?
     What behaviors are and are not encouraged? What communicative behaviors are and are not encouraged?
     What are Chase's expectations of their frontline, customer service employees?

II. Observation follow up - To be considered in developing instruction:

4. What potential conflicts could exist between Chase values, expectations and protocols and the values and communicative behaviors of the foreign born speaker of English?

5. Given what you see of the job tasks and work environment what would you anticipate the difficulties of the non-native English speaking employee to be? Of your students to be?

GCgg 1/94

Chase/NYANA Workplace Literacy Project
Teacher Orientation to Banking: Worksite Observation # 1

For each interaction record the following:

I. Identify the types of interactions: (Who is the conversation between?)

- A. *Bank Employee/Customer
- B. Bank Employee/ Bank Employee
- C. Bank Employee/ Supervisor
- D. Other

* teller or customer service representative (CSR),

II. Task Analysis:

1. What is the task/ the function of the interaction or purpose of the conversation? (Ex. customer wants to cash a check)

2. How is the task done:
   - A. What kind of language, (vocabulary idioms, phrases) is used? Record as much as you can word for word.
   - B. What attitude is portrayed by each participant? Focus on the style of speech and look for subtext; what was meant that was not explicitly said?
   - C. What is the bank employee doing other than speaking while performing a task? (What reading, writing is done? What machines or tools are used? ...)
   - D. Does the employee need to make a decision to complete the task? If so, what is it?

Spend 5-10 minutes recording your impressions of the following:

III. Groups:

1. Who are the customers?
   - A. socio-economic
   - B. ethnicity
   - C. language groups
2. Who are the bank staff?
   - A. socio- economic
   - B. ethnicity
   - C. language group

IV. Physical Impressions:

- A. Dress of both employees and customers
- B. Space:
  How does the layout impact on face to face interactions?
  How does it impact on relationships between employees?

From your observation:
What qualities, skills and attitudes characterize a Chase employee?

CHASE/NYANA WORKPLACE LITERACY PROGRAM 1994
TEACHER TRAINING ORIENTATION MEETING
CHASE, THE STUDENTS AND THE COURSE

I. Worksite and teller training observations:
- Review tasks,language functions per task; teller/supervisor
- Chase values and expectations of its employees
- Conflicts for the NNS in customer service at Chase: our students' needs

II. Workplace scenarios:
matching competencies and language functions

III. Locating language functions in the curriculum
Where do these competencies fit

IV. Instructional strategies and activities

V. Our class
- What are their particular needs as they expressed and you observed
- What kinds of instructional activities would you select or develop to address them?
- Where are these addressed in the curriculum?

GGgg 1/94

CHASE/NYANA WORKPLACE LITERACY PROGRAM 1994
TEACHER TRAINING ORIENTATION MEETING

AREAS OF COMPETENCY: ASSESSING COMMUNICATION SKILLS NEEDS

I. Review list of competencies: questions and clarification on definitions

II. How to use competency framework:

- locating competency skill objectives in the curriculum and supporting instructional activities
- using competency skill objectives for individual assessment/IEP development

III. Introducing competencies to students and using self assessment questionnaires: Unit 1

GGgg 1/94

65

CHASE/NYANA WORKPLACE LITERACY PROGRAM 1994
TEACHER TRAINING ORIENTATION MEETING

USING THE CURRICULUM

1. Lesson planning procedures

2. The unit outline

3. Content objectives

4. Activities and resources

5. Lesson plan form - guidelines for writing

6. Planning a lesson together

GGgg 1/94

CHASE/NYANA WORKPLACE LITERACY PROJECT 1994:
ONGOING TEACHER/TRAINER MEETINGS

DATE: ______________

CLASS AGENDA DISCUSSION:

MODIFICATIONS:

ADDITION OF ACTIVITIES:

STUDENT CONCERNS:

CURRICULUM CONCERNS:

67

CHASE/NYANA WORKPLACE LITERACY PROJECT 1994:
ONGOING TEACHER/TRAINER MEETINGS

Date: ____________________

Submitted:

Attendance ________

Last week's lesson outline ________

Materials developed ________

Materials selected and used ________

Next week's lesson outline ________

Next week's materials to be copied ________

IEP work ________

Chase/NYANA Workplace Literacy Project 1994
Teachers' Hours

Date	Teaching -indiv. wk. -IEP mtg. -video int.	Written Mtls: Lesson Plans	Supervision Training Meetings	Written IEPS	Other -Mtgs. w/Bank	Total Hrs.per Week
Week 1						
Week 2						
Week 3						
Week 4						
Week 5						

CHASE/NYANA WORKPLACE LITERACY PROJECT 1994

TEACHER TRAINING ORIENTATION WORKSHOP

AGENDA

I. Preparation for sessions 1 and 2
    A. Run through the course overview
    B. Introduce competencies (IEPs)
    C. Go over course syllabus
    D. Present sessions 1 and 2 daily outlines
        1. Include activities
        2. Materials
    E. Feedback

II. Program update

III. Video assessment training

IV. Discussion of students

Chase/NYANA Workplace Literacy Program 1994
Teachers Guidelines for Writing IEPs and Conducting Meetings: An Overview

You will be meeting with each student three times during the course. Meetings will be held during the first, middle and last units of the course. They are to be scheduled within the weeks specified, on the days indicated, before and after class as convenient students and you schedule. IEP schedules need to be submitted to NYANA staff supervisor prior to meetings.

During your first meeting you will discuss the students' strengths and weaknesses, and jointly set individualized objectives for each selected area of competency. It is important that the student comes prepared with specific areas he or she feels he needs to work on. It is equally important that you consider your experience of the students and the perspective of the student's managers. Attend to particular job tasks and the communication skills work that will be most effective in improving the students' ability to preform his/her job tasks. Be sure in selecting objectives that you and the students both agree. Before suggesting and developing learning strategies to meet objectives be sure to get a clear picture about the students ability and time. Be sure the student knows exactly what is expected. (ie Listen to the tape once a week and submit ...)

IEP meetings will be held after you complete the first unit. Before the first IEP meetings, you need to carefully review student's files and consider the following:
1) pre-course survey
2) the videotape interview (view the tape if you did not conduct the interview)
3) the students' self assessment competency questionnaires and unit 1 assignments
4) the students' written assignments (journal assignment)
5) student reponse to learning style assignment
6) TOEIC scores
7) the managers' referral form and assessment of the students' competencies & comments
8) notes from work site visits
9) your notes based on class observation, orientation/focus group

During the middle of the course you will meet to discuss the students' progress, modify or set new objectives as necessary. Both you and the student will come prepared having filled out similar worksheets. You are responsible for collecting the students worksheets and submitting them for student files. Additionally you will need to write up the mid-course IEP what was achieved any new objectives and changes in strategy. You may submit an annotated draft of the original IEP.

During the last few weeks of the course you will have your final IEP meetings where you will focus on the students' progress, and set plans for achieving future learning goals. It is expected that by the time the course finished students will be ready to construct their own IEPs, you will "simply provide suggestions upon request" . Again it is important that the final IEP is written based on your discussion; progress that has been made as well as future plans must be recorded and submitted to student files.

VII. Appendix C: Project Staff - Currulum Vitae

Chase and NYANA: A Partnership to Remove Barriers to Job Performance 1993-94
Award number: V198A302288
Final Performance Report

VII. Appendix C: Project Administrative Staff

Currulum Vitae

CE 066 382

SAMUEL GOLDSTEIN, DSW

COUNCIL ON SOCIAL WORK EDUCATION
COMMISSION ON ACCREDITATION

FACULTY DATA FORM

1. Name of faculty member Samuel Michael Goldstein
2. Academic title Professor
3. Year of birth 1927 Birthplace Brooklyn, New York
4. Institution Yeshiva University
5. Name of social work program Wurzweiler School of Social Work
6. Date of appointment to faculty (at this institution) September 1964
7. Tenure appointment: Yes x No____
8. Undergraduate education

   1950 Brooklyn College B.A. Sociology

9. Graduate education

   1951 Tulane University M.S.W. Social Work

   1957-59 National Psychological Association for Psychoanalysis

   1966-67 University of Pennsylvania, School of Social Work, Advanced Certificate

   1974 Hunter College, CUNY Doctoral Candidate (Proposal Accepted)

   1976 Hunter College M. Phil.

   1988 Hunter College D.S.W. Social Work

10. Academic Appointments and other significant professional work experiences. Give inclusive dates and location.

1960-64	*Director of Graduate Training Program*, Educational Alliance, New York Appointment to the faculty of: Yeshiva University, Hunter College, Fordham University, New York University, Adelphi University, and Rutgers University
1964-69	*Assistant Professor*, Wurzweiler School of Social Work, Yeshiva University *Student Unit Director*, Albert Einstein College of Medicine, Department of Psychiatry

10.	1970-77	*Associate Professor*, Wurzweiler School of Social Work, Yeshiva University
(con't)	1976-85	*Assistant Dean*, Wurzweiler School of Social Work, Yeshiva University
	1978-Present	*Professor*, Wurzweiler School of Social Work, Yeshiva University
	1985-86	*Associate Dean*, Wurzweiler School of Social Work, Yeshiva University
	1986	*Acting Dean*, Wurzweiler School of Social Work, Yeshiva University
	1987-89	*Dean*, Wurzweiler School of Social Work, Yeshiva University
	1990	*Professor*, Wurzweiler
	1992	*Professor*, Wurzweiler -- NYANA - Resettlement of Refugees Special Educational Project - Director of Educational Services

11. Fields of special interest within profession.

Resettlement of Refugee Populations
Administration and policy development
Research
Community Mental Health
Social group work and group treatment
Alcoholism and substance abuse
Individual psychotherapy

12. Memberships (professional, academic and scientific)

Academy of Certified Social Workers
American Orthopsychiatric Association
Council on Social Work Education
National Association of Social Workers
National Conference of Jewish Communal Workers
National Association of Jewish Children & Family Services Professionals

13. Membership in and service to community organizations.

Board of Directors, Bellmore Civic Association, Assistant Chairman, 1980-84
Consultant of Mental Health Association, Nassau County, 1978-Present

14. Major committees within the program and the institution

1976-1990	Director, Block Education Plan
1983-1989	Chairman, Educational Council
1985-1989	Executive Council, Yeshiva University
1985-1989	Deans' Committee, Yeshiva University
1992	Doctoral Committee
1992	Committee on Community Social Work

15. Other significant scholarly, professional, research or administrative experiences

15. (con't)

1982	Research, "Retirement needs in the Community," Southeast Nassau Guidance Center
1983	Community Day Conference, Mental Health Association of Nassau County, "Group Work as a Treatment Modality"
1983	Project Development, United Jewish Appeal, New York Federation of Jewish Philanthropies and Wurzweiler School of Social Work
1984	Project Development, 5th Avenue Center for Psychotherapy and Wurzweiler School of Social Work
1984	Seminar, Veterans Administration, San Francisco, CA, "Alcoholism"
1984	Seminar, SoundView-Throgs Neck Community Mental Health Center, "Group Work with Schizophrenics"
1984	Seminar, New York Federation of Jewish Philanthropies, Teen Workers, "Understanding Adolescents"
1984-1985	Supervisory Seminars, 12 sessions, Middle Managers, New York Federation of Jewish Philanthropies
1984-1985	Supervisory Seminars, 12 sessions, New Supervisors, New York Federation of Jewish Philanthropies
1985	Questionnaire Development, Council on Jewish Federation

16. Professional and academic consultative assignments during the past five years.

1972-1990	*Trainer and Consultant.* Developed and instituted alcohol and drug programs -- facilities, Nassau County Department of Drugs and Alcohol -- Southeast Nassau Guidance Center
1974-1990	*Trainer and Consultant.* Developed and instituted alcohol and drug programs -- facilities, Nassau County Department of Drugs and Alcohol -- Southeast Nassau Guidance Center
1979-Present	*Member.* Planning and Research Committee, Southeast Nassau Guidance Center, Seaford, NY
1980-Present	*Consultant.* Professional Advisory Committee Human Service, Kingsborough Community College
1980-Present	*Consultant.* Advisory Committee, Mental Health Association, Nassau County
1980-Present	*Consultant.* Project Renewal, Israel Poverty Program, New York Federation of Jewish Philanthropies
1992	*Consultant.* Refugee Resettlement Committee - UJA Federation, NY
1992	*Committee Member.* Jewish Board of Family & Children's Services - NYANA: a) Group work, b) Staff development

17. Special awards, fellowships and other honors

18. Professional publications during the past five years giving title, date and where published.

19. Professional meetings attended during the past three years and ways in which participated.

19.	1982-1983	Panel Participant. Presentor/Panelist, On Professional Education
(con't)	1984	Committee on Federation Executive Training Program
	1984	Conference Leader/Presenter. B'nai B'rith Foundation, National Conference "Supervision-How and How Not"
	1985	Keynote Speaker, New Jersey Center Workers, "What They Did Not Teach you at School"
	1985	Committee on Federation Executive Training Program Consultation of Manpower Commission
	1985	Conference Group Work, Rutgers University
	1985	Death and Dying - Grief and Bereavement Conference - a workshop, Yeshiva University, Wurzweiler School of Social Work
	1989	Council of Schools Concerned with Jewish Communal Service - Representing Wurzweiler School of Social Work, Yeshiva University
	1990	Panel Member, Council of Jewish Federation, National Conference
	1991	Presenter - NY City Council of Not-for-Profit Agencies
	1991	Research Assistant, Long Island Jewish Hospital
	1991	Research Assistant, Drug and Alcohol Commission
	1991	Research Assistant, NYANA

20. Other special activities.

Professional Licenses:
Certified Social Work, New York State
Social Work Supervisor, New York City Board of Education
Diplomate, National Association of Social Workers
Private Practice, New York State 1976-Present

GRETA GROSSMAN
130 St. Marks Avenue
Brooklyn, New York 11217
(718) 230-3206

Education

Summer Institute for Intercultural Communication: Non-credit courses, 1992.
Teachers College, Columbia University: MA in Special Education, 1989
(full scholarship awarded by the Special Education Department).
Syracuse University: BA in Fine Arts, 1981.
California College of Arts and Crafts: 1979-1980.
Bennington College: 1977-1979.

Administrative Experience

Coordinator of Vocational English as a Second Language Courses, 12/94 - present.
New York Association for New Americans, (NYANA), Inc., NYC, NY.
Coordinate and supervise classes in vocational English as a second language. Serve as liaison with NYANA training department. Evaluate and report on developments in VESL courses. Supervise VESL teacher training and supervisory staff. Hire teachers. Oversee the development of teacher training, course curricula and materials selection.

Project Director, 11/93 - present
Chase/NYANA Workplace Literacy Project, NYC, NY.
Funded by a U.S. Department of Education National Workplace Literacy Program Grant.
Direct all areas of program administration: oversee the implementation of the program plan, curriculum, teacher training and evaluation. Serve as liaison between Chase, NYANA and the Department of Education. Hire, train and supervise project staff. Conduct orientations and provide guidance in interpretation and implementation of program objectives to project staff and business partner. Coordinate logistics; monitor program functioning, mediate difficulties and report on developments. Oversee the quality of instruction and direct the development and integration of customized curriculum materials, including individualized educational plans, into the program plan. Disseminate project materials.

Coordinator of English for Academic Purposes Courses, 1993 - present.
Coordinate and supervise classes in Test of English as a Foreign Language preparation for immigrants entering graduate programs in osteopathic medicine and social work. Develop curricula and select materials. Hire, supervise and evaluate teachers.

Curriculum Coordinator, 5/92 - 11/93
Chase/NYANA Workplace Literacy Project, NYC, NY.
Funded by a U.S. Department of Education National Workplace Literacy Program Grant.
Oversaw the design and implementation of customized communications skills curricula for non-native speakers of English employed in customer service positions at Chase Manhattan Bank. Headed curriculum development team. Conducted needs assessments through observations of the worksites, interviews, and focus groups. Designed and implemented teacher training plan. Conducted teacher training workshops. Supervised teachers. Directed the implementation of the curriculum to meet the specific needs of each class, each individual student, and the workplace. Developed student and program evaluation tools. Reported on program implementation.

English as a Second Language (ESL) School Supervisor, 1991-92.
Responsible for the daily management of 40-50 intensive ESL classes for recently arrived refugees. Supervised teachers and teacher trainers. Responded to student and teacher needs. Coordinated interview procedures. Trained and evaluated teachers.

English as a Second Language (ESL) Materials and Curriculum Developer, 1989-1992.
Created written and video taped instructional ESL materials for use in intensive refugee resettlement program, for beginning through advanced students. Designed and conducted needs assessments. Oversaw the development, implementation, and evaluation of materials in collaboration with supervisors and teacher trainers. Wrote teachers' resource manuals and supplemental student worksheets. Trained teacher trainers and teachers in the use of instructional materials.

Vocational English as a Second Language (VESL) Curriculum Specialist, 1988-89.
Developed approaches for integrating job readiness and employment skills into students' daily lessons. Created job skills curricula for students entering the workforce in the U.S.. Trained teachers in use of these curricula.

Arts Supervisor, 1980.
Berkeley Youth Alternatives, Berkeley, CA.
Established summer arts program for youth five to eighteen. Hired, trained, and supervised teaching staff. Oversaw classes. Organized and budgeted for local arts and music festival. Coordinated exhibits with museums and community organizations.

Teaching Experience

English as a Second Language (ESL) Instructor, NYANA, 1986-1991.
Taught intensive English as a Second Language classes to immigrants from Eastern Europe, the Middle East and other areas, beginning through advanced levels. Planned lessons based on clients' needs for employment and acculturation.

Vocational English as a Second Language Instructor, NYANA, 1988-1991.
Taught VESL classes in Refugee Entrance Assistance Program and Job Training Partnership Act programs to immigrants training to become bookkeepers and assistant accountants.

English as a Second Language (ESL) Instructor, 1986-1987.
Accent on Language, NYC, NY.
Taught ESL to Japanese immigrants and visitors at intermediate and high intermediate levels.

Art Instructor, 1989-1990.
The Visual Arts School and Children's Aid Society, NYC, NY.

Arts Specialist, 1987-1988.
The William Lloyd Garrison Public School 31, Bronx, NY.

Arts Specialist, 1986-1988.
Stanley M. Isaacs Neighborhood Center, NYC, NY.

Arts Instructor, 1986-1988.
The Walden School and Discovery Programs, NYC, NY.

Teacher for Special Populations, 1986.
Hunter Lenox Creative Center, NYC, NY.

Special Education Teacher, 1984-1985.
The Child School, NYC, NY.

Special Education Teacher, 1982-1984.
Teachers College Pre-Kindergarten Center, NYC, NY.

Special Education Teacher, 1982.
The Children's House, Spence-Chapin, NYC, NY.

Reading and Language Arts Teacher, 1979.
Malcolm X Elementary School, Berkeley, CA.

Art Teacher, 1979.
The American School, London, England.

Publications and Presentations

"Workplace Communication: Customizing a Curriculum for Customer Service." Presented at the Annual NYSTESOL (New York State Teachers of English to Speakers of Other Languages) Conference, Syracuse, NY, 1993 and the Annual TESOL (Teachers of English to Speakers of Other Languages) Conference, Baltimore, MD, 1994.

"Putting It Differently: Rephrasing for Diversity." Presented at the Annual NYSTESOL (New York State Teachers of English to Speakers of Other Languages) Conference, Syracuse, New York, 1993.

"Promoting Teacher Independence: Three Approaches." Presented at the Annual TESOL (Teachers of English to Speakers of Other Languages) Conference, Atlanta, Georgia, 1993.

"Techniques in Curriculum Development." Presented at the Benjamin Franklin Fellows Soros Seminars, Robert Wagner Graduate School of Public Service, New York University, NYC, NY, 1993.

"Integrating Job Skills into Your Course." Presented at the Annual NYSTESOL (New York State Teachers of English to Speakers of Other Languages) Conference, Rye, NY, 1992.

"What Inhibits Communication: A Look at Soviet Refugees." Presented at the Annual TESOL (Teachers of English to Speakers of Other Languages) Conference in Vancouver, British Columbia, 1992 and the Annual NYSTESOL (New York State Teachers of English to Speakers of Other Languages) Conference, Albany, New York 1991.

Professional Affiliations:

Teachers of English to Speakers of Other Languages (TESOL)
New York State Teachers of English to Speakers of Other Languages (NYSTESOL)
Association for Supervision and Curriculum Development

Mim Solberg
195 10th Avenue, #5R
New York, NY 10011 (212) 243-0932

1986-Present **New York Association for New Americans (NYANA)** New York, NY
1992- *•Supervisor, Vocational English as a Second Language (VESL)*
Present *•Teacher Trainer and Team Curriculum Developer, Chase/NYANA Workplace Literacy Project*
1989-92 *•Teacher Trainer*, VESL
1986-89 *•Teacher of English as a Second Language (ESL)*

1990-92 **Columbia University, School of Social Work** New York, NY
•*Curriculum developer* for a substance abuse program for adolescents.
•Directed and implemented dramatic script and improvisations in the School.

1992-92 **Gordon & Thomas, Inc.**, *Teacher of workplace literacy* New York, NY

1986-87 **Theater for a New Audience** New York
Artist-in-Residence for junior high schools in The Bronx and Brooklyn

1981-83 **Guthrie Theatre and Outreach Program**
Actress, Audition Coach, and *Intermediate Acting Teacher*

1979-80 **Model Cities, Artists in the Community**
Theatrical Workshop Leader in a variety of school and community programs, including those working with adjudicated youth and senior citizens.

1979 **University of Minnesota,** Minneapolis, MN
Founder of an experimental theatre workshop.

1970-80 **Minneapolis Public Schools** Minneapolis, MN
1977-79 **Minnesota State Arts Board**
Artist-in-Residence in Minneapolis junior schools working with theater and music departments to put on theatrical productions.
Minneapolis Public School Teachers
Taught in a joint program with the Minnesota Ensemble Theatre.
1975-76 **Urban Arts Program**: *Theatre workshop teacher* and *director* of original productions written and performed by the students of the community.

1977-80 **Olympia Arts Ensemble** Minneapolis, MN
Actress, workshop leader, voice teacher

1970-76 **Minnesota Ensemble Theatre** Minneapolis, MN
Founding Member, Actress, Open Public Workshop Leader, Voice Teacher

Chase and NYANA: A Partnership to Remove Barriers to Job Performance 1993-94
Award number: V198A302288
Final Performance Report

VII. Appendix C: Project Teaching Faculty

Currulum Vitae

Barbara Huppauf
100 Bleecker Street # 22D
New York, NY 10012
Tel : (212) 260 1869

Teaching Experience

ESL and English for Specific Purposes

1994	Communication Skills Instructor, Chase NYANA Literacy Program (funded in part by Department of Education grant), New York Association for New Americans ESL Instructor, American Language Institute at NYU, Business Writing and Day Intensive Program
1992-1993	Workplace Instructor, Adult Migrant Education Service, Sydney English in the Workplace Program, providing tailor made courses to various workplaces in the public sector (State Library of NSW, Electoral Commission) and teaching specific courses: * Job seeking skills *Oral presentation skills
1990-1993	ESL Instructor, Institute of Languages (UNSW), Sydney
1989-1993	VESL Teacher, Technical College Sydney, Sydney, teaching ESP courses: *English for Accountants, * English for Office Skills, *English for Academic Studies, *English for Graphic Design, *English for Travel Tour Operators

German

1986-1993	Language Instructor at the Open College & Sydney Technical College & Institute of Languages (UNSW), Sydney
1986-1988	Language Teacher, The Correspondence School, Sydney
1983-1986	Language Teacher, Paddington Language Center, Sydney
1977-1979	Instructor, Sydney Technical College, Sydney
1973-1974	Assistant Teacher, Cumbernauld High School, Scotland,
1972	Language Instructor, Institute of Languages, Tubingen

French

1986-1987	Language Instructor, Sydney Technical College, Sydney
1980-1981	Language Teacher, Ascham (Independent Girl's High School), Sydney, Junior and Senior high school
1977-1979	Language Instructor, Sydney Technical College

Administrative Experience

1992-1993	Curriculum Developer for English for Specific Purposes courses for the Foundation Studies Training Division at the Technical College, Sydney
1993	Language Assessor (German) for Qantas flight attendants
1990-1993	Placement Tester for ESL/ESP students
1990-1992	Teaching Material Writer, English for Specific Purposes courses at the Technical College, Sydney
1991-1992	Multicultural Coordinator, Technical College, Sydney
1990-1992	Program Adviser and Course Coordinator for the Multicultural Unit at the Technical College, Sydney,
1986-1988	Writer, designing German teaching material for Senior high school courses taught by correspondence at the Correspondence School, Sydney
1971-1972	Research Assistant, Center for New Teaching Methods, Tubingen

Translation

1986-1990	Translations for publication
1991-1993	Translator, Ethnic Affairs Commission, NSW(Australia)

Education

1989	Sydney Technical College, Sydney, Certificate in Teaching English to Speakers of other Languages
1986	University of New South Wales, Australia, Master of Arts, Australian Studies
1978	University of Armidale, Australia, Diploma in Education
1975	University of Heidelberg/Germany, Bachelor of Arts (Staatsexamen) Double major: English /French Title of Honors Thesis: " Examinations into Afro-English Novels"

Other Qualifications

1989	National Accreditation Authority, Australia: Accreditation as Translator/Interpreter (German/English)
1993	Statement of Attainment in Literacy Volunteer Tutoring

Professional Associations

TESOL
NYS TESOL

Languages: German, English, French (fluent)

List of Publications and Presentations

ESP - For Masochists Only? Presentation NYS TESOL Conference 1994, Uniondale

Developing an Oral Presentation Course . *Interchange No 25 August 1994 Syllabus Development* New South Wales AMES 1994

Resources for ESL Teachers: *Outreach Programs* Foundation Studies Training Division TAFE NSW 1993

Assessment in Competency Based Training Presentation at the Multicultural Unit, Sydney, August 1993

Co-editor (together with D.Herms et al.) : *200 Jahre Australien?* Gulliver, English German Yearbook 23, 1988

Recent Anthropological Literature from East-Germany. In: *Mankind* vol.13, April 1983, pp 541-545
"Vier neue Studien über Aboriginal Frauen" (Four New Studies about Aboriginal Women). In: *Gulliver* 23, pp 153-159

Translations:
Wendy Mansfield : "War, the ANZAC Tradition and the Australian Foundation Myth". In: *Ansichten vom Krieg* (Prospects of War), ed. B. Huppauf Konigstein 1986
Decie Denholm: " One Woman's War" Letters by Ethel Cooper 1914-1918. ibid.
Anthony Ellis: "War and the Post-War Period in Australia as a Social Situation".ibid.

Glenda Adams: "Marguerite".In: *Air Mail From Down Under* ed. by Rudi Krausmann & Michael Wilding Vienna/Sydney 1990
Peter Carey: "Report on the Shadow Industry". ibid.

POLLY PAINTER

465 Fourth Street #4L
Brooklyn, New York 11215
(718) 768-6564

ENGLISH AS A SECOND LANGUAGE EXPERIENCE

NEW YORK ASSOCIATION FOR NEW AMERICANS (NYANA) 1990-Pres.

-Teacher for all levels of ESL students; duties include: developing and writing course curriculum including grammar, writing, class activities and games, exams, life skills, and extensive job skills information.

- Mentor and Permanent Substitute for other teachers; duties include: training and counseling new teachers on staff, planning and presenting new and innovative techniques for teaching at staff development sessions.

-Teacher and Course Developer for advanced ESL students taking professional skills courses including word processors and accountants.

FEDERATION EMPLOYMENT GUIDANCE SERVICE (F.E.G.S.) 1992

-Teacher and job skills counselor for students in continuous 6-week intensive workshops of professional food service program; responsible for ESL training six hours daily.

COMMUNICATIONS CONSULTING

HARLEQUIN/SILHOUETTE , INC., AND ALEX KAMAROFF, ASSO[illegible]988-90

-Reader of manuscripts; duties included: writing synopsis of novels; analyzing texts; approving, eliminating, and recommending novels with changes for potential publication.

NBC PRESS OFFICE, Washington, D.C. 1985-86

-Assisted the director for promotions of NBC Network News and Entertainment programs; duties included: planning special events; researching and analyzing news articles and broadcast trade publications; researching, interviewing, reporting, and writing for NBC Newsletter.

ANNE KLEIN COMPANY , New York 1985 Internship

-Acted as assistant director for public relations at Anne Klein II; duties included: assisting in the planning of fashion shows; selecting and distributing sample outfits for national women's magazines; presenting and coordinating fashion line to national editors.

ART AND DESIGN

PAINTER AND COMPANY, NY, Freelance Design Company for Graphics, 1980-90

BRIGITTE LEMIEUX, INC., Hong Kong, 1983; Assisted the designer for line of women's wear; specifying the fabrics and executing the production with local tradesmen.

EDUCATION

CAMBRIDGE UNIVERSITY, England, Summer Study Program in Shakespearian Literature, 1991
CIRCLE IN THE SQUARE THEATRE SCHOOL, NY, Grad. 2-yr. Prof. Workshop, 1987-89
UNIVERSITY OF MARYLAND, 1982-86, Bachelor's degree in Writing and Journalism
Junior year abroad program in the history of French film at the Univ. of Paris, 1983

OTHER INTERESTS: Tennis, horsebackriding (Ranked), skiing (PSIA Certified Instructor), drawing, playwrighting; Good French language proficiency.

VII. Appendix D: Individualized Educational Plans
Samples and Forms

INDIVIDUALIZED EDUCATION PLAN

Student Name: IS

Date: 2/23/94

I. Competency: **Self Awareness/Cultural Awareness**

Objective: To increase recognition of how misunderstandings occur at work due to conflicting impulses between cultural and corporate values.

Strategy:

1. Read assigned texts (communication and culture) once a month. Submit written journal response to texts as follows:

   a) 1 paragraph summary of text
   b) 1 paragraph relating it to own experience at work. Give example of how values interfere with work situations.
   c) 1 paragraph conclusion

2. Analyze videotapes of self in class presentations and film clips of others. In journal entry, answer: "Describe what you did in the presentation?", and "What did you learn about yourself by watching or participating in this exercise?" Submit twice a month. (Focus on non-verbal behavior and organization of ideas)

II. Competency: **Writing/Organization of Ideas**

Objective: To improve ability to support ideas, and give and present conclusions in a clear and concise manner.

Strategy:

1. Prepare outlines (of bank issues). Submit to teacher prior to oral presentation for assessment in class once a month.

2. Write 3-4 sentence sample memos. State main issue/point and "conclusion".

III.	Competency:	**Diplomacy**
	Objective:	To handle tellers and customers requests with more diplomacy.
	Strategy:	1. Role plays with challenging circumstances where diplomacy is essential (i.e., asking for a raise, a vacation, criticizing someone's work, reprimanding someone, how to say no and still be tactful) twice a month.
		2. Learning particular phrases that communicate more diplomatically (i.e., advanced polite requests statements).
		3. Use and problem solve with "Customers from Hell"; write dialogues on how to deal with them.
IV.	Competency:	**Oral and Written Production: Grammar**
	Objective:	To more effectively utilize certain structures: some/any/no; infinitives and gerunds; present tense v. cont.; and present perfect.
	Strategy:	1. Do exercises in Azar, then submit after self-checking once a week.
		2. Participate in class using correct grammar structures studied. Teacher will correct.

MID POINT INDIVIDUALIZED EDUCATION PLAN

EO **Date: 8/94**

I. Competency: Oral Production

Objective: Improve ability to use appropriate vocabulary to give precise explanations of work tasks.

Strategies: Keep a vocabulary list in journal. Revise vocabulary list regularly, at least twice a week for fifteen minutes. *(Write study times in journal, on study schedule).*

II. Competency: Oral Comprehension

Objectives Improve ability to listen for specific information, (i.e. take down names and numbers accurately), when speaking with co-workers.

Increase use of clarification strategies to understand a variety of accents.

Strategies: 1. Ask questions and rephrase ideas to check understanding during in class conversation and role play; and at work.

2. Practice asking for spelling. Repeat numbers and letters to check you have the correct spelling.

Listen to conversations on audiotape. Complete corresponding exercises and questions. Submit every Tuesday. Completed September 8, 1994.

III. Competency: Confidence in Communication

Objective: Improve ability to maintain conversations with co-workers

Strategies: 1. Monitor own conversations with co-workers. Write three successful conversations you had with co-workers and write three unsuccessful conversations you had with co-workers. **Hand in these six examples September 8th.**

2. Role play conversations in class: practice responding and asking questions to make te a the conversations as long as possible.

INDIVIDUALIZED EDUCATION PLAN

Student Name: C B

Date: 6/94

I. Competency: Oral Comprehension

Objective: Improve comprehension of instructions.

Strategy: Take notes after receiving instructions. Attempt to be as accurate as possible when taking notes. Analyze notes in class. Submit notes once a month for review, (to be kept on file to see progress)

II. Competency: Oral Production

Objective: Increase vocabulary in order to express herself more accurately at work.

Strategy: Increase vocabulary by writing down unknown words and keeping a vocabulary file.

Collect samples of workplace interaction, (write conversations heard at work),. Submit to instructor, to be used for future assignments

III. Competency: Confidence in Communication/ Initiative

Objective: Increase participation in conversation with co-workers and customers. Ask questions, check information and use clarification strategies more frequently.

Strategy:

1. Concentrate on interaction in class, contribute to discussions at least 4 times per session. Ask questions or give comments.
2. Build presentation skills. Give a brief talk (3 minutes) on Thursday, July 7th. Topic: "My attitude towards money."
3. Work with tape and worksheets provided, completing two exercises per week.

INDIVIDUALIZED EDUCATION PLAN

Student Name: A L

Date: 2/94

I. Competency: **Oral Production**

Objective: To improve articulation and clarity of specific sounds for better communication on the job. Emphasis on: l, r, fr, pr, pl, gr, and final endings.

Strategy:

1. Practice daily with audiotape provided, focussing on above sounds (at least 15 minutes).
2. Once a month work privately with teacher to check and assess improvement.

II. Competency: **Initiative**

Objective: Increase ability to offer ideas, and ask questions (including clarifications and reiterations)

Strategy:

1. In class, ask two questions per day or make two comments per day. Record information in journal to be submitted bi-weekly.
2. Participate in one role play per week.
3. Keep a log of discussions held at work in English once or twice a week. Write one paragraph summary and submit weekly to teacher.

III. Competency: **Confidence in Communication**

Objective: Increase participation in workplace conversations in English: increase comfort with turn-taking, openings and closings.

Strategy:

1. Practice interviewing classmates about their work
2. Practice role plays: initiate and lead discussion about teller concerns once a month
3. Analyze self videos and do self-assessments (i.e., identifying strengths and weaknesses)

IV. Competency: **Oral Production: Grammar**

Objective: To improve use of structures: present v. continuous; past v. present perfect; past modals; polite language; and subjunctive; for business interactions.

Strategy:

1. Do assigned work in Azar text and workbook for weekly homework. Submit self-checked tests twice a month.
2. Incorporate written grammar work into class presentations. Will be orally assessed by teacher once a week.

Chase/NYANA Workplace Literacy Project 1994
Student File Checklist

Student's Name ______________________ Class __________

I. Information from student:

1. Personal data form	______
2. Pre-course survey	______

	PRE	POST
3. Questionnaires		
a) Oral Comp.	______	______
b) Oral Prod.	______	______
c) Non-Verbal Comm.	______	______
d) Para-Verbal Comm.	______	______
e) Read. Comp.	______	______
f) Writ. Prod.	______	______
g) Observ.	______	______
h) Self Aware.	______	______
i) Und. Oth. Exp.	______	______
j) Concentr.	______	______
k) Organiz. (writ. sample)	______	______
l) Div. Think. Skls.	______	______
m) Conf. in Comm.	______	______
n) Initiative	______	______
o) Cooperation	______	______
p) Diplomacy	______	______
q) Integr. - Corp. Culture	______	______
4. TOEIC	______	______

5. Writing samples and assignments

______ a) What kind of learner are you?

______ b) Memo/dictation

______ c) Description of job; Examining your job

______ d) Workplace observation assignment

______ e) Video interview self-assessment

II. Information from managers:

	PRE	MID	POST
1. Managers' Referral Form	___		
2. Competency Rating Forms	___	___	___
3. Chase Performance Appraisal	___		___
4. Midcourse Feedback Form		___	
5. Final Bank Survey			___
6. Individualized Rating Form(IEP)			___

7. Other: (notes from needs assessments) ______________

____

III. Individual Education Plans

1. Initial ___
2. Mid ___
3. Final
    - a) Progress ___
    - b) Rating ___
    - c) Plan Of Future Learning ___
    - d) Teacher Form ___

95 200

Chase/ NYANA Communication Skills Program 1994

INDIVIDUAL EDUCATION PLAN

Name: ______________________ **Date of Conference:** __________

What five competencies are most important to you to improve your communication skills? Complete this form as per the example below and bring to your IEP meeting.

Example:

AREA OF COMPETENCY **OBJECTIVE(S):**

Oral Production (1) **Improve pronunciation**

(2) **Improve intonation**

(3) **Improve vocabulary**

AREA OF COMPETENCY: **OBJECTIVE(S):**

(1) ______________

AREA OF COMPETENCY: **OBJECTIVE(S):**

(2) ______________

AREA OF COMPETENCY: **OBJECTIVE(S):**

(3) ______________

96

Chase/ NYANA Communication Skills Program 1994
INDIVIDUAL EDUCATION PLAN

Name: ________________________________

AREA OF COMPETENCY: **OBJECTIVE(S):**

(4) ______________

AREA OF COMPETENCY: **OBJECTIVE(S):**

(5) ______________

Chase/NYANA Workplace Literacy Program 1994

INDIVIDUAL EDUCATIONAL PLAN

Student Name: ______________________ Date: ____________________

Establish a minimum of 3 but no more than 5 objectives to be achieved by the next IEP meeting (approx. 3 months). For each objective write how the objective will be achieved.

AREA OF COMPETENCY: ______________________________________

OBJECTIVE: ____

____

____

STRATEGY (IES): ____

____

____

____

____

____

____

____

____

____

____

____

____

____

____

____

____

Chase/NYANA Workplace Literacy Program 1994

INDIVIDUAL EDUCATIONAL PLAN

Student Name: ______________________ Date: __________________

AREA OF COMPETENCY: ______________________________

OBJECTIVE: ______________________________

STRATEGY (IES): ______________________________

AREA OF COMPETENCY: ______________________________

OBJECTIVE: ______________________________

STRATEGY (IES): ______________________________

Chase/NYANA Workplace Literacy Program 1994

INDIVIDUAL EDUCATIONAL PLAN

Student Name: ______________________ Date: ____________________

AREA OF COMPETENCY: ____

OBJECTIVE: ____

____

____

STRATEGY (IES): ____

____

____

____

____

____

____

____

AREA OF COMPETENCY: ____

OBJECTIVE: ____

____

____

STRATEGY (IES): ____

____

____

____

____

____

____

Chase/NYANA Communications Skills Program 1994

MIDPOINT IEP ASSESSMENT FORM

Read your IEP. Choose one competency and objective and copy them in the area below. Rate your improvement from 1-5. Answer the questions to describe the results you have achieved. Then for each other competency, rate your improvement. Be prepared to speak about your progress and the areas you want to continue to improve on.

1. Competency: ______________________________

Objective: ____

____

Rating:	1 **Greatly Improved**	2	3 **Improved**	4	5 **Have Not Improved**

Results achieved:

What work tasks do you do differently as a result of improvement in this area? How do you know?

What different reactions do you get from others?

Chase/NYANA Communications Skills Program 1994

MIDPOINT IEP ASSESSMENT FORM

1. Competency: ______________________________

Objective: ____

____

Rating:	1	2	3	4	5
	Greatly Improved		Improved		Have Not Improved

2. Competency: ______________________________

Objective: ____

____

Rating:	1	2	3	4	5
	Greatly Improved		Improved		Have Not Improved

3. Competency: ______________________________

Objective: ____

____

Rating:	1	2	3	4	5
	Greatly Improved		Improved		Have Not Improved

4. Competency: ______________________________

Objective: ____

____

Rating:	1	2	3	4	5
	Greatly Improved		Improved		Have Not Improved

5. Competency: ______________________________

Objective: ____

____

Rating:	1	2	3	4	5
	Greatly Improved		Improved		Have Not Improved

Please describe **in as much detail** as possible which areas you have improved the most and which areas you would like to improve further.

CHASE/NYANA COMMUNICATIONS SKILLS PROGRAM 1994
FINAL INDIVIDUALIZED EDUCATION PLAN

PART I: *ASSESSMENT FORM*

Review your mid-course IEP and list each competency and objective. For each objective rate your improvement from 1 - 5. For each objective answer the questions below to describe the results you have achieved. ***Complete for all mid-course IEP objectives.***

I. **Competency:** ______________________________

Objective: ____

____

Rating:	1 Objective Fully Achieved	2	3 Improved	4	5 Have Not Improved

Results achieved:

What work tasks do you do differently as a result of improvement in this area? How do you know?

What different reactions do you get from others?

CHASE/NYANA COMMUNICATIONS SKILLS PROGRAM 1994
FINAL INDIVIDUALIZED EDUCATION PLAN

II. Competency: ______________________________

Objective: ____

____

Rating:	1	2	3	4	5
	Objective Fully Achieved		Improved		Have Not Improved

Results achieved:

What work tasks do you do differently as a result of improvement in this area? How do you know?

What different reactions do you get from others?

CHASE/NYANA COMMUNICATIONS SKILLS PROGRAM 1994
FINAL INDIVIDUALIZED EDUCATION PLAN

III. Competency: ______________________________

Objective: ____

____

Rating:	1	2	3	4	5
	Objective Fully Achieved		Improved		Have Not Improved

Results achieved:

What work tasks do you do differently as a result of improvement in this area? How do you know?

What different reactions do you get from others?

CHASE/NYANA COMMUNICATIONS SKILLS PROGRAM 1994
FINAL INDIVIDUALIZED EDUCATION PLAN

IV. Competency: ____________________

Objective: ____

____

Rating:	1	2	3	4	5
	Objective Fully Achieved		Improved		Have Not Improved

Results achieved:

What work tasks do you do differently as a result of improvement in this area? How do you know?

What different reactions do you get from others?

CHASE/NYANA COMMUNICATIONS SKILLS PROGRAM 1994
FINAL INDIVIDUALIZED EDUCATION PLAN

Part II: *COMPETENCY RATING SHEET*

*Please rate your **improvement** in each of the competencies listed. Please spend no more than two minutes. Circle the appropriate number for each category.*

1	2	3	4	5
Much Improvement		Some Improvement		No Improvement

1.	Oral Comprehension	1	2	3	4	5
2.	Oral Production	1	2	3	4	5
3.	Reading Comprehension	1	2	3	4	5
4.	Written Production	1	2	3	4	5
5.	Organization of Ideas	1	2	3	4	5
6.	Non-Verbal Communication	1	2	3	4	5
7.	Para-Verbal Communication	1	2	3	4	5
8.	Observation	1	2	3	4	5
9.	Self-Awareness	1	2	3	4	5
10.	Concentration: Managing Multiple Tasks	1	2	3	4	5
11.	Divergent Thinking Skills	1	2	3	4	5
12.	Confidence in Communication	1	2	3	4	5
13.	Initiative	1	2	3	4	5
14.	Understanding Others' Expectations	1	2	3	4	5
15.	Diplomacy	1	2	3	4	5
16.	Cooperation	1	2	3	4	5
17.	Integration into Corporate Culture	1	2	3	4	5

CHASE/NYANA COMMUNICATIONS SKILLS PROGRAM 1994
FINAL INDIVIDUALIZED EDUCATION PLAN

Part III: *INDIVIDUALIZED PLAN FOR CONTINUED LEARNING*

Create a plan for continuing to improve your communications skills and develop yourself professionally.

1. **Competency:**

   Objective:

   Plan of action to achieve objective:

   How will you know when you achieved this objective?

2. **Competency:**

   Objective:

   Plan of action to achieve objective:

   How will you know when you achieved this objective?

CHASE/NYANA COMMUNICATIONS SKILLS PROGRAM 1994
FINAL INDIVIDUALIZED EDUCATION PLAN

3. **Competency:**

Objective:

Plan of action to achieve objective:

How will you know when you achieved this objective?

CHASE/NYANA COMMUNICATIONS SKILLS PROGRAM 1994
FINAL INDIVIDUALIZED EDUCATION PLAN
TEACHER FORM

I. **Competency:** ____________________

Objective: ____________________________________

____

Rating:					
	1 Objective Fully Achieved	2	3 Improved	4	5 Have Not Improved

Describe results achieved:

What have you seen this student do differently (class activities or assignments...) as a result of improvement in this area?

CHASE/NYANA COMMUNICATIONS SKILLS PROGRAM 1994
FINAL INDIVIDUALIZED EDUCATION PLAN
TEACHER FORM

II. Competency: ______________________________

Objective: ____

____

Rating:	1	2	3	4	5
	Objective Fully Achieved		Improved		Have Not Improved

Describe results achieved:

What have you seen this student do differently (class activities or assignments...) as a result of improvement in this area?

CHASE/NYANA COMMUNICATIONS SKILLS PROGRAM 1994
FINAL INDIVIDUALIZED EDUCATION PLAN
TEACHER FORM

III. Competency: ______________________

Objective: ____

____

Rating:	1 Objective Fully Achieved	2	3 Improved	4	5 Have Not Improved

Describe results achieved:

What have you seen this student do differently (class activities or assignments...) as a result of improvement in this area?

CHASE/NYANA COMMUNICATIONS SKILLS PROGRAM 1994
FINAL INDIVIDUALIZED EDUCATION PLAN
TEACHER FORM

IV. Competency: ______________________________

Objective: ____

____

Rating:	1 Objective Fully Achieved	2	3 Improved	4	5 Have Not Improved

Describe results achieved:

What have you seen this student do differently (class activities or assignments...) as a result of improvement in this area?

Chase and NYANA: A Partnership to Remove Barriers to Job Performance 1993-94
Award number: V198A302288

Final Performance Report

VII. Appendix E: Program Activities:

Managers' Activities and Involvement
Participants' Orientation and Focus groups

Chase and NYANA: A Partnership to Remove Barriers to Job Performance 1993-94
Final Performance Report
Appendix E: Program Activities

Program activities for participants' managers

Managers were scheduled to meet as a group three times during a cycle. First for an orientation to the program. Secondly to give and receive feedback during the mid-course feedback session. And finally at the end of the course to acknowledge their employees success at graduation ceremonies. Materials from these session follow as listed below.

I. ORIENTATION SESSIONS

Cycle One
- Agenda for manager's orientation sessions
- Synopsis of managers' orientation session

Cycle Two:
- Manager's program orientation packet
- Synopsis of managers' orientation session

II. MID-COURSE BRIEFINGS, FOCUS GROUPS

Cycle One
- Synopsis of managers' mid-course feedback session

Cycle Two:
- Synopsis of managers' mid-course feedback session

III. GRADUATION CEREMONIES : Sample invitation

In addition to these activities, managers and NYANA project staff were in frequent contact on an individualized basis to discuss participants' needs, attendance and workplace observation assignments.

December 21, 1993

TO:
Guy Antonacci
Laura Charovkine
L.J. Fong ✓
Jenny Marchitto
Veronica Tsang ✓
Vincent Tsang ✓

FROM: Kim Jasmin

RE: **Chase ESL: Removing Barriers to Job Performance Program**

Thank you for nominating an employee from your area to participate in the Chase ***ESL: Removing Barriers to Job Performance*** program beginning January 18. In order to better inform you and your employee about the program, we have planned briefings for you both to attend. Your employee must also participate in an initial test to assess his/her current level of English competency. This test is an important part of the program because it is a tool the instuctors use to design an individual development plan for each participant.

The details of both briefings and the initial test are as follows:

- **Students' briefing - Wednesday January 5, from 8:30 a.m. - 10:30 a.m.**, at the Teller Development Center (40 West 34th Street, 3rd Floor). This briefing is mandatory for all candidates participating in the NYANA program. If the participant cannot attend on this day, please notify Annmarie Tobia (212-967-7240) as soon as possible so that alternate arrangements can be made.
- **Initial Test - Thursday, January 6, from 8:30 a.m. - 11 a.m.**, at the Teller Development Center (40 West 34th Street, 3rd Floor). Again, attendance is mandatory for all participants, so if your employee cannot attend please contact Annmarie as soon as possible so that we can make alternate arrangements.
- **Managers' briefing - Tuesday, January 11, from 9 a.m. - 11 a.m.**, at the Teller Development Center (40 West 34th Street, 4th Floor). If you feel that a Teller Manager or Service Manager should attend in your place, please call Annmarie and give her the name of the person who will be attending.

Thank you again for your participation and nomination of candidates. We look forward to seeing you on the 11th!

cc: L. Sontag

BEST COPY AVAILABLE

CHASE/NYANA WORKPLACE LITERACY PROGRAM 1994
A PARTNERSHIP TO REMOVE BARRIERS TO JOB PERFORMANCE

A COMMUNICATIONS SKILLS COURSE
INFORMATION SESSION FOR PARTICIPANTS' MANAGERS

I. INTRODUCTIONS

II. DESCRIPTION OF THE CHASE/NYANA PROGRAM:

- PROGRAM OBJECTIVES
- COMMUNICATION SKILLS INSTRUCTION; A LOOK AT THE COURSE

III. MANAGERS INVOLVEMENT: HOW CAN YOU SUPPORT YOUR EMPLOYEES' DEVELOPMENT?

IV. PROGRAM BENEFITS

V. DISCUSSION: HOW CAN WE HELP?

- IDENTIFYING YOUR EMPLOYEES NEEDS

CHASE/NYANA WORKPLACE LITERACY PROJECT 1994: TELLERS COURSE
MANAGER'S BRIEFING - January 11, 1994

Teller Development Center, 9:00 - 11:00
From Chase: and six managers:

From NYANA:

I. COMMENTS MADE BY MANAGERS DURING PRESENTATION:

1. : Brought up concern that Russian-speaking employees would be stagnant at the same level and same branch, and may not have the opportunity for growth in the Chase company.

2. : At end of course how does student get to the next level? (e.g., go to college)

3. : What reinforcement is there after course?

4. Speaking native languages at work:

: Manager directs employees not to speak native language but to speak English

Lunchroom language - employees are requested out of courtesy to speak English

All managers agreed: Managers talk about employees who always speak native language at home and flip into it easily

talked about buddy system (for speaking only English)

5. former participant manager, gave feedback on the positive results he saw with cycle 1, 1992, participant and commented on a need:

Bandit barrier makes it more difficult - eye contact, greetings and goodbyes become even more important.

II. WHAT MANAGERS WANT TO SEE (GENERAL)

- Confidence across the board

- Improved communication with other employees and customers ([illegible])

- Communicating at meetings

- Facing up to and admitting mistakes

CHASE/NYANA WORKPLACE LITERACY PROJECT 1994: TELLERS COURSE
MANAGER'S BRIEFING - January 11, 1994

III. MANAGERS COMMENTS REGARDING INDIVIDUAL PROGRAM PARTICIPANTS

Manager:

- Needs to project confidence	Confidence in communication
- Needs to take charge/ maintain authority	Initiative
- Giving directives (to subordinates) supervisory skills; "do it or else"	Diplomacy/ Self Awareness

Additional Comments

- At branch, encourages English to be spoken among staff although most staff are speakers of other languages.

Manager:

- Heavy accent	Pronunciation
- Doesn't stop to listen	Listening/ Confidence
- Needs to slow down when spkg.	Oral production speed of speech / Conf.
- Doesn't know how to handle difficult situations with tellers or between tellers and customers; "jumps on" tellers in public	Diplomacy (tact/when to give criticism) (Understanding Expectation-
- Rambles on, doesn't get her point across	Organization
- Doesn't know how to/when to close conversations	Confidence in Communication

Additional Comments:

-America has excellent teller skills (work on teller supervisor); she came from another branch.

CHASE/NYANA WORKPLACE LITERACY PROJECT 1994: TELLERS COURSE
MANAGER'S BRIEFING - January 11, 1994

III. MANAGERS COMMENTS REGARDING INDIVIDUAL PROGRAM PARTICIPANTS

Manager:

- Can't write letters at all. I have to write or re-write everything for her.	Writing
- Doesn't think in English	Organization
- Low self-esteem; no confidence	Confidence in Communication
- Not diplomatic with employees, speaking with subordinates	Diplomacy
- Problems giving directives to other tellers. Tellers even question her.	

Additional Comments:

-Needs to be able to take my place (branch manager)

-Confidence: improved self-esteem will help gain and maintain authority with subordinates - now subordinates complain, don't respect her.

-Student doesn't command respect because she does not have the confidence to back it up. Needs , have changed, assistant now need to be "heavy hitters".

Manager:

- Explaining problems to co-workers	Confidence in Communication
- Admitting mistakes rather than not saying anything	
- Speaking at meetings	Initiative
- Speaking with other staff	
- Speaking with customers	

CHASE/NYANA WORKPLACE LITERACY PROJECT 1994: TELLERS COURSE
MANAGER'S BRIEFING - January 11, 1994

III. MANAGERS COMMENTS REGARDING INDIVIDUAL PROGRAM PARTICIPANTS

Manager:

- Giving directions to subordinates; he has too strong a tone - too commanding. Comes off too strong (heavily accented)	Diplomacy
- Has trouble handling difficult situations. Needs to be able to explain problems. He gets hyper, his tone gets louder, nervous. Difficult customers trigger it.	Self-Awareness
- Becomes stand-offish when nervous. When there are difficult situations he rambles or clams up; as a result the customer gets put off.	Confidence in Comm.
- Always has an explanation for what he does (defensive, doesn't accept criticism)	
- Translates when nervous	Oral Production (fluency)
- He can't relate; I often see him thinking; hesitates before speaking	

Additional Comments:

-Recently promoted to supervisor but hasn't changed branches. Needs to establish himself in this new role; needs to understand his new role.
(Also may be cross-cultural and gender issues that interfere with communications and relationships at work; these are exacerbated by recently being promoted above colleagues)

-He goes the extra mile - goes out of his way to help customers - even when he shouldn't

-As teller he got along well with everyone; was well liked and able to manage. You couldn't help but like

March 11, 1994

To: «manager»

From: Madeline Fredrickson

Re: **Chase/NYANA Information Session**

Thank you for your interest in the Chase/NYANA (New York Association for New Americans) Workplace Literacy Program. I am excited that your staff member will be participating in our program to acquire stronger communication skills.

You are invited to attend an information session on March 24, 1994 from 10:00AM - 11:00AM in the MetroTech Conference Center at 3 CMC - 2. The information session will provide you with an overview of NYANA, your role and the program's content. Your attendance at this information session is critical to the success of the Program.

As part of the program, we need you to provide a recent copy of your employee's performance appraisal as well as a job description if available. Please bring these with you to the information session. In addition, in order to set objectives for the class and customize the program material, Greta Grossman, NYANA Project Director, would like to observe your employee at work in their area. This will be arranged during the weeks of March 28th or April 4th and discussed further at the information session.

Please call me to confirm your attendance at the information session on March 24th. I can be be reached at CN 321-5128.

cc: Greta Grossman
Michele Iacovelli

CHASE/NYANA WORKPLACE LITERACY PARTNERSHIP
MANAGERS' INFORMATION SESSION
MARCH 24, 1994

TABLE OF CONTENTS

CHASE/NYANA PARTNERSHIP INFORMATION AND PROGRAM GOALS 1

INFORMATION SHEET 2

EMPLOYEE REQUIREMENTS 3

MANAGER REQUIREMENTS 4

COURSE DESCRIPTION 5

AREAS OF COMPETENCY: SOME SELECTED DEFINITIONS AND ASSESSMENT QUESTIONS 7

COURSE OUTLINE 9

BENEFITS OF THE PROGRAM 10

CLASS CALENDAR 11

125

CHASE/NYANA PARTNERSHIP INFORMATION AND PROGRAM GOALS

What is NYANA? NYANA, New York Association for New Americans, is the largest volunteer non-profit refugee resettlement agency in the United States. For more than 40 years it has helped over 400,000 refugees become self-supporting and socially integrated. NYANA has become a national leader in the field of employment and training tailored to refugees. NYANA's comprehensive services include: vocational counseling, assessment and evaluation, job skills training, English language instruction and job placement.

The *Chase/NYANA Workplace Literacy Partnership* is designed to provide communication skills instruction to increase productivity and opportunity for advancement. NYANA, in collaboration with Chase departmental managers, has prepared a competency-based curricula to meet the following primary objectives:

- serve Chase employees who can benefit from a communications program which would further develop their knowledge of English and other American workplace conventions;
- provide sufficient training in work-related English to improve trainees' communication abilities with customers, co-workers, supervisors and managers.
- provide sufficient training in cultural diversity so as to increase trainees' awareness of differences among ethnic, religious or racial groups thereby increasing competency when communication with customers, co-workers, supervisors and managers;
- provide release time from job duties to attend classes and stipends for carfare.

INFORMATION SHEET

TOEIC EXAM April 7; 8:30 -11:00am

- **START DATE:** April 12, 1994

COMPLETION DATE: November 3, 1994

- **DAYS:** Tuesdays and Thursdays (alternate days will be Wednesdays, as indicated)*
- **TIME:** 8:30 am - 11:00 am
- **LENGTH OF COURSE:** 30 weeks
- **LOCATION:** 3 Metrotech Center - Conference Center
  Second Floor
  Brooklyn, New York 11245

* Classes will meet every Tuesday and Thursday, from April 12th to November 3rd, with the following exceptions for holidays and bank days:

Class will **not** meet on:	Alternate Dates:
Tuesday, May 17 - Shavuot	Wednesday, May 18
Tuesday, May 31 - Bank day	
Thursday, June 30 - Bank day	Wednesday, June 29
Thursday, September 1 - Bank day	
Tuesday, September 6 - Rosh Hashanah	
Thursday, September 15 - Yom Kippur	Wednesday, September 14
Tuesday, September 20 - Succot	
Tuesday, September 27 - Succot	

During Individual Educational Planning (IEP) days, classes will be canceled or shortened to allow for individual student/teacher meetings. The IEP schedule is as follows:

Initial IEP Meetings	Tuesday, Wednesday and Thursday, May 10-12
IEP Review Meetings	Wednesday, July 20 Tuesday & Wednesday, July 26-27
Final IEP Meetings	Wednesday, October 19 Wednesday and Thursday, October 26-27 Wednesday, November 2

EMPLOYEE REQUIREMENTS

Orientation:
Program participants must attend the employee orientation and registration at 3 Metrotech Center.

Test of English for International Communication (TOEIC):
The TOEIC is a two hour, multiple choice English test given prior to and after the course to measure progress.

> *(Managers/Supervisors will not have access to test results, but will be informed of general progress of student).*

Individual Educational Plans (IEPs):
Program participants must prepare for and meet with teacher three times during the course to establish an IEP.

1) Initial IEP meeting: During the 5th or 6th week of class
2) IEP review meeting: During the 15th or 16th week of class
3) Final IEP meeting: During the last two weeks of the program

1-2 hours of worksite observation:
Program participants will observe their respective work environments to gain a broader perspective of their workplace and allow them to better understand what skills are needed in order to realize opportunities for advancement.

Pre- and Post-course video interview:
Participants are interviewed individually, at the beginning and end of the course.

Attendance:
Program participants are expected to attend every class. Due to the highly individualized approach of this course, much planning goes into each class session. The instructor and the NYANA project staff need to know when program participants are unable to attend. In case of absence program participants should notify Madeline Fredrickson at (718) 242-5128 in advance.

Assignments:
Assignments will be given every week. In case of absence, program participants are responsible for getting the assignment from classmates.

In addition, program participants will get individualized assignments as part of their IEPs that focus on their specific communication difficulties. These assignments are a very important part of the program and are to be submitted regularly.

MANAGERS' REQUIREMENTS

- To participate in the information session on March 24, 1994, 10:00 - 11:00 am.
- To submit the most recent performance appraisal of participating employee(s).
- To complete and submit a referral form for each employee.
- To be supportive of employee release time from job duties to attend class, TOEIC exams, IEP meetings and one to two hours of observation assignments.
- To participate in a managers' focus group.
- To complete a mid-course and end-course evaluation survey, and a second performance appraisal.

COMMUNICATIONS SKILLS COURSE DESCRIPTION

The course is designed to effectively meet the communication skills needs of employees with customer contact by concentrating on themes and skills relevant to the communication requirements of the job.

The course outline

The course is structured into ten unit themes; each unit addresses a particular theme of communication in the workplace.

- Within each theme, lessons are constructed to meet specific listening and speaking, reading and writing requirements of the job.
- Cross cultural issues that interfere with successful communication on the job are integrated into each lesson.

Areas of competency

There are seventeen areas of competency that are defined and practiced repeatedly through out the course. Areas of competency are general skill areas that have been identified as critical to successful communication on the job for employees who have customer contact.

- The competencies are used in planning group instruction and creating individual educational plans for each participant. The competency list serves as a reference from which skills can be prioritized to meet the specific needs of each student within his or her job.

Individual educational plans

Instruction is both customized to address the communication demands of the job and personalized to meet the needs of individual program participants.

- Each participant is involved in creating and following an individualized plan of learning, referred to as an individual educational plan, (IEP). The IEPs are sets of individual objectives and corresponding assignments that enable each participant to meet his or her unique communication skills needs.
- Individual skill objectives are selected from the areas of competency and are tied specific job tasks.

Who decides which skill objectives form a participants individual educational plan?

Program participants and their immediate supervisors are asked to identify areas of competency and specific skills tied to job tasks that are most critical for improving job performance.

- Program participants, their managers and teachers provide input into the IEP. Upon careful review of input given by managers, objectives are determined by teachers in consultation with program participants.

DEFINITIONS OF SOME SELECTED COMPETENCIES

ORAL AND READING COMPREHENSION

To increase understanding of vocabulary, idioms, different styles of speech; to increase ability to sort out what is relevant from all that is said; to read for specific information.

ORAL AND WRITTEN PRODUCTION

To increase appropriate grammar and idiom usage; to improve ability to organize ideas; to increase fluency and clarity; to improve pronunciation.

SELF-AWARENESS

To increase awareness of how one's own strengths, weaknesses and cultural values impact on interactions at work.

UNDERSTANDING OF OTHERS' EXPECTATIONS IN THE WORK SETTING/ DIPLOMACY

To increase knowledge of American workplace practices in participants' specific work environment; to increase attentiveness to the context of communication and increase ability to be tactful.

CONFIDENCE IN COMMUNICATION/INITIATIVE

To increase recognition of conversational conventions (turn-taking, segues, openings and closings); to increase ability to engage in more complex conversations; to increase appropriate assertiveness in conversation.

INTEGRATION INTO CORPORATE CULTURE

To increase recognition of the workplace as a new culture; to learn to act in accordance with Chase values and implicit codes of behavior.

AREAS OF COMPETENCY ASSESSMENT QUESTIONS/DEFINITIONS

1. **Oral Comprehension**
How well does this employee understand what you say?

2. **Oral Production**
How well do you understand this employee when he/she speaks?

3. **Reading Comprehension**
How well does this employee understand what he/she reads?

4. **Written Production**
How well does this employee write?

5. **Organization of Ideas**
How well does this employee express ideas directly using logical sequence & supporting examples?

6. **Non-Verbal Communication**
How well does this employee understand/use gestures, facial expressions & body language appropriately?

7. **Para-Verbal Communication**
How well does this employee use sounds like "uh huh" or "huh" to demonstrate attentiveness?

8. **Observation**
How well does this employee attend to detail and learn by watching?

9. **Self-Awareness**
How well does this employee recognize his/her own strengths and weaknesses?

10. **Concentration: Managing Multiple Tasks**
How well does the employee manage interruptions, more than one conversation at a time?

11. **Divergent Thinking Skills**
How able is this employee to find multiple solutions?

12. **Confidence in Communication**
How confident is this employee when speaking? How well does he/she follow conversational conventions: beginning, ending conversations?

13. **Initiative**
How well does this employee demonstrate initiative in conversation?

14. **Understanding of Others' Expectations**
How well does this employee understand expectations when explicit instructions are not given?

15. **Diplomacy**
How well does this employee meet others' expectations in a professional and tactful manner?

16. **Cooperation**
How well does this employee work with others?

17. **Integration into Corporate Culture**:
How well does this employee fit in at Chase?

THE CHASE/NYANA WORKPLACE LITERACY PROJECT 1994
A COMMUNICATIONS SKILLS COURSE

UNIT I: INVESTIGATING YOUR WORKLIFE, SETTING GOALS

- Introductions and expectations of course
- What is communication?
- Assessment of students' competency levels

UNIT II: YOUR PUBLIC IMAGE: LOOKING GOOD EVERY DAY

- Presentation skills: non-verbal and para-verbal skills

UNIT III: WORKING TOGETHER: EXAMINING ROLES IN YOUR WORK ENVIRONMENT

- Phrasing, mistakes, favors, requests, suggestions, and getting clarification
- Examining manners of conduct from a cultural perspective

UNIT IV: NETWORKING: BUILDING RELATIONSHIPS AT WORK

- Defining work relationships
- Small talk and short interactions at work
- Friendly phrases with ambiguous meanings

UNIT V: PUTTING IT DIFFERENTLY (REVIEW)

- Speaking to different audiences: levels of formality and directness

UNIT VI: GETTING YOUR POINT ACROSS

- Organization: speaking and writing with clarity
- Giving logical arguments

UNIT VII: RESEARCHING THE WORKPLACE

- Examining conversations on the job: observation skills
- Writing reports and summaries

UNIT VIII: MOVING AHEAD

- Clarifying your position: directions you want to go
- Taking initiative: proposing ideas

UNIT IX: DELICATE SITUATIONS: THE FINE POINTS

- Diplomacy: negotiation, stating ideas most effectively
- Phrasing in complex conversations

UNIT X: TRANSFERRING YOUR SKILLS TO THE WORKPLACE, FINAL ASSESSMENT

- Assessment of personal changes and developing plans for future learning

BENEFITS OF THE PROGRAM

Improved customer service delivery

Increased understanding of English, American workplace practices and improved verbal and non-verbal communication skills results in better rapport with customers.

Improved job performance

Improved listening, speaking, reading and writing skills results in more effective communication with co-workers, supervisors and customers. Through improved communication job tasks are performed with greater efficiency and accuracy.

Improved ability to solve problems

Improved understanding of English and American workplace practices results in greater recognition of problematic situations, ability to clarify problems and present solutions.

Increased involvement in the workplace

Increased confidence in speaking English, improved ability to initiate conversation, recognize conversational conventions and offer suggestions results in better communication and involvement with co-workers, supervisors and customers.

Increased awareness and sensitivity to American workplace practices

Improved communication skills and greater recognition of cultural similarities and differences results in increased awareness and sensitivity to American workplace practices.

Chase/NYANA Workplace Literacy Program 1994
Manager's Orientation Session - Cycle Two
March 24, 1994

Managers' comments and concerns:

Managers met in a large group. Most managers met with NYANA program staff during the last portion of the session or stayed later to discuss individual employee needs. Some of these concerns included: how to keep an employee from switching between English and Spanish, communicating appropriately with different types of people - "knowing who you are speaking to", and communicating on the phone. The following concerns were raised publicly.

Managers wanted to know how individualized the program would be. If it would be helpful to employees who were in advanced level positions to be studying with others who were not.

A second concern was whether or not there would be a follow-up, what other kind of training would follow the program, what would happen to the employees when they completed the program.

There was concern that the term *Workplace Literacy* could be discouraging to prospective participants, especially those who were college educated.

Managers were curious to know what materials would be used. One requested a copy of the textbook. Course outlines were reviewed and copies were being sent.

Questions about how this instruction would benefit an employee whose major job task involved interacting with machines rather than people.

Some managers have explained that vacation schedules had already been prepared, if students missed class, how they could make up assignments.

Meetings with participants' managers

II. MID COURSE BRIEFINGS- FOCUS GROUPS

Cycle One

- Synopsis of managers' mid-course feedback session

Cycle Two:

- Synopsis of managers' mid-course feedback session

April 5, 1994

TO: Ahmed Farmand
L.J Fong
Linda Girard
Judith Limpert
Veronica Tsang
Vincent Tsang
Maxine Wellington

FROM: Kim Jasmin KJM

RE: **Focus Group for *ESL: Removing Barriers to Job Performance* program**

Since you have a teller or staff member attending the Chase ***ESL: Removing Barriers to Job Performance*** program, which began in January, we would like to get some feedback from you in a focus group on **Tuesday, April 19**, regarding this person's progress.

As part of the government's grant to fund this project, NYANA is required to solicit some specific comments from you as managers regarding performance progress of your employees. The agenda for the meeting will be as follows:

Purpose: To discuss what progress NYANA participants have made to date.

Agenda:
- Review performance barriers which existed before the program
- Discuss what is going well with the program/participant
- Identify improvements made in performance
- Discuss what still needs improvement (either program or performance)
- Review participant's progress in one-on-one dialogue with a NYANA staff member

Limit: **8:30 am - 10:30 am (Tuesday, April 19)**
Location: Teller Development Center
40 West 34th Street
1st Floor

If you are unable to attend the focus group, please send a qualified replacement. Additionally, if you feel it is more appropriate to send your Teller Manager or Service Manager in your place, we welcome their input and participation. Please call Annmarie Tobia (212-967-7944) by **Friday, April 15**, to let us know who will attend from your branch/department.

I look forward to seeing you on the 19th!

cc: G. Grossman
P. Painter
M. Solberg
L. Sontag

CHASE/NYANA WORKPLACE LITERACY PROGRAM 1994
CYCLE ONE: MID-COURSE MANAGERS' FEEDBACK SESSION

April 19, 1994, 8:30 -10:30 am
Chase Teller Development Center

Managers attending:

Chase program staff:
NYANA program staff:

Items discussed:

- The course: description of topics, skills, activities and assignments participants have been working on (review of course syllabus)

- How to support the work participants are engaged in:
    - * identifying situations and communication needs that can be used as materials for class discussion and analysis
    - * procedures for making further recommendations; sending authentic materials and making suggestions to participants

- Improvements in participants' communication skills and job performance

- Needs for further improvement in participants' communications skills on the job

- Program issues and review of managers' role in what will happen from here:
    - * attendance
    - * workplace observation assignments
    - * end of course survey
    - * recap of strategies discussed today for reinforcing participants' development

Managers were given copies of the referral forms that they had filled out prior to their employee attending the program. They were asked to review them, attending to the communication needs and job tasks that initially prompted their referral. Managers were then asked to comment on their employee's movement in these areas and to fill out a midpoint questionnaire accordingly.

CHASE/NYANA WORKPLACE LITERACY PROGRAM 1994
CYCLE ONE: MID-COURSE MANAGERS' FEEDBACK SESSION

Improvements Made

Managers cited the following improvements during discussion and on mid-point questionnaires:

- She has more confidence: is better able to understand the customers' requests, explain problems and handle customers' problems. Is a team player.

- His confidence level has improved; has been prioritizing more. He has been slowing down when nervous and working with customers; is delegating a little more.

- I see he's trying to do things. Now he's a little more organized. He's very receptive, he receives it, (criticism) well and tries to change. He doesn't take it personally. It's (the course is) working for him.

- She now sets up the scheduling without constant reminders. She listens and makes a real effort to understand instructions. She has slowed down and will stop and listen to instructions. She does not get too excited; now tends to stay calmer. By slowing down her speech patterns customers can hold conversations with her and develop relationships.

- She has shown improvement in her written skills. She is more organized and more to the point. She is more organized in giving feedback, doing direct reports and performance reviews.

- She speaks up more in meetings and seems more confident in bringing up issues; she is trying to take charge.

- I feel he has made a lot of progress in dealing with difficult customers.

- She's learned a lot from her peers because they learn a lot from each other about managing.

- She has made improvement in writing letters and drafting memos. All the letters she shows to me to check, (are better); I find myself correcting less. There is better organization of content.

- She's improving; she no longer just hands over the phone. She asks "Is there something I can help you with?" rather than giving the phone directly to me.

CHASE/NYANA WORKPLACE LITERACY PROGRAM 1994
CYCLE ONE: MID-COURSE MANAGERS' FEEDBACK SESSION

Needs for Improvement
Managers identified the following needs for improvement.

- Confidence is a big issue.

- She is afraid of customers, her boss, everyone. She needs to take control of situations with subordinates; have confidence to set boundaries. She doesn't have the courage to say to the customer that she must stop conversing.

- Needs to take more initiative in handling situations with subordinates and difficult customers.

- She won't say "I don't's know how to do it."

- He needs to know that it's ok to say to person, "I don't understand. Please repeat slowly."

- Listening is an issue. Doesn't follow instructions given by senior manager. He might hear only one-half of what someone says, he doesn't hear the whole thing.

- When he is in difficult situations his accent is heavy and he speaks too quickly.

- He likes to take on a lot of tasks in a day, three or four things at the same time. He's too hyped up. He needs to slow down.

- She needs to improve her handwriting. I can't read her messages.

- He needs phone curtesy and protocol.

- She may not know how to give directions. I explain and then I always ask how she's doing in class.

CHASE/NYANA WORKPLACE LITERACY PROGRAM 1994

CYCLE ONE: MID-COURSE MANAGERS' FEEDBACK SESSION

In addition, managers cited the following as what they would like their employees to be able to accomplish as a result of improved communication skills.

- to speak more in groups, to answer phone calls and take messages; to make referrals and cross sale products
- to delegate and take appropriate action when assignments aren't done; to build confidence; and to prioritize
- to assign tasks, to conduct meetings with confidence, to set goals for herself and her staff and to develop teamwork among her tellers
- to be more confident so that she will be able to be the back up for the branch managers; and to be more organized in managing her work loads.
- to write letters, to "truly take charge and performance management of staff"
- to delegate work, manage his staff and take charge; to be more organized

Other Issues:

1. Two of the participants work in branches where their native language is spoken. When asked how much, managers commented, "Our customers speak Chinese maybe 90 percent of the time." "Eighty-five percent of customers speak Chinese. I have suggested she speak to her subordinates in English. She's definitely improving her English. "
2. In discussing ways for managers to support participants' work in class three suggestions were made. Managers were encouraged to have participants bring in samples of their writing. Secondly, they were asked to provide models of the type of writing (messages, memos, reports...) they would like to see. And third, managers were encouraged to note the "difficult situations" where their employees were miscommunicating, communicating inappropriately or had great difficultly. After the "difficult situation" was resolved and past, managers would then suggest to the participant that he or she bring the situation up in class as an example for class analysis.
3. The importance of regular attendance was discussed. Work conflicts that were keeping participants from attending were identified. Participants will be further encouraged to notify the instructor in advance.
4. Chase is in the process of changing its type of performance evaluation and will be instituting a system of performance by objective.

July 21, 1994

To: Distribution

From: Madeline Fredrickson

Re: **Focus Group for Chase/NYANA Communication Skills Program**

I would like to invite you to a focus group for the managers of those employees who have been participating in the Chase/NYANA Communication Skills Program.

The focus group will be held from 11:30 a.m. to 1:00 p.m. in the MetroTech Conference Center, 3 CMC 2nd floor on Tuesday, August 16, 1994.

As part of the government's grant to fund this project, NYANA is required to solicit some specific comments from you as managers regarding performance progress of your employees. The following topics will be discussed:

- Identify development needs which existed before the program
- Discuss what is going well with the program/ participant(s)
- Identify improvements made in performance
- Discuss what still needs improvement (either program or performance)
- Questions and answers

If you are not available to attend the focus group, please send another manager who has frequent contact with the participant(s). Please confirm your attendance before **August 9th** by calling me at CN 321-5128.

I look forward to seeing you on the 16th.

cc: Greta Grossman
Barbara Haufman
Michele Iacovelli

CHASE/NYANA WORKPLACE LITERACY PROGRAM 1994
MIDCOURSE MANAGERS' FEEDBACK SESSION
CYCLE TWO

Chase program staff: Madeline Fredrickson
NYANA program staff: Greta Grossman, Barbara Huppauf

Items discussed:

- The course: changes made as a result of students' positions' and basic language needs
  description of topics and skills that are being covered: revised syllabus handed
  teacher presentation on skills focus, activities and approaches used in
  class - sample assignments shared

- Improvements in participants' communication skills and job performance

- Needs for further improvement in participants' communications skills on the job

- How to support the work participants are engaged in

- Program issues and review of managers' role in what will happen from here:
  * attendance
  * workplace observation assignments
  * end of course survey

Managers were given copies of the referral forms that they had filled out prior to their employee attending the program. They were asked to review them, attending to the communication needs and job tasks that initially prompted their referral. Managers were then asked to comment on their employee's movement in these areas and to fill out a midpoint questionnaire accordingly.

CHASE/NYANA WORKPLACE LITERACY PROGRAM 1994
MIDCOURSE MANAGERS' FEEDBACK SESSION
CYCLE TWO

Improvements Made

Managers cited the following improvements during discussion and on mid-point questionnaires:

- Participant has improved; now, he is even correcting others; (telling others to say or ask for something more politely) I have noticed him communicating politely, conversing with customers at the expense receiving window.

- He understands instructions more easily. I have also seen his improvement in understanding requests made of him.

- Several managers identified an improvement in their employees confidence using English:

> She speaks more and asks for help. She is starting to speak directly with her coworkers rather than bringing her problems and questions to me first.
>
> Participant has improved her communication skills. She's speaking a lot more. Before she wouldn't pick up the phone; now she does. Other staff say she's even talking too much. She has started to speak with everybody. She has gained confidence in communicating with customers and staff; and has begun to handle customers' phone calls. s She now participates in teamwork assignments as a result of her improved communication.
>
> She is speaking out more- even at meetings. She's answering the phone more frequently and more politely.
>
> She has been speaking more English at home and with her peers.
>
> He is now using English with his Spanish speaking friends/colleagues - naturally outspoken in Spanish he is trying to use only English. His communication with customers, messengers and visitors has improved.

- Managers saw improvements in the clarity of employee's speech:

> - She is taking time when she speaks. Her speech is slower and clearer.
> She delivers better customer service by answering the phone, taking messages and most significant, by giving good clear responses.
>
> -Participant has made sharp improvements in her pronunciation: She takes more time, speaks in complete sentences. She has been speaking more slowly and pronouncing her words correctly.

CHASE/NYANA WORKPLACE LITERACY PROGRAM 1994
MIDCOURSE MANAGERS' FEEDBACK SESSION
CYCLE TWO

Improvements Made

Managers notice improvement in the accuracy of their employee's writen and spoken communnication:

> - I've seen improvements in her writing, use of correct grammar. I notice it especially as she returns from class. In her last set of employee performance appraisals she has shown more attention to proper usage of sentences. Before I would sit with her, get the information and write the appraisals myself; now she writes them and I correct/edit them. She has been submitting written assignments more quickly.
>
> -Participant now takes notes during the day.

In addition to more confidence, initiatve was seen as another area of improvement:

> -She has shown more initiative in taking steps towards her development plan. She is more willing to speak to me about issues and ask for help. She has shown a real willingness to learn and seems to be dedicated to improving herself. She is taking her time and trying harder when speaking with me. She is taking the program very seriously.

Needs for Improvement

Managers identified the needs for improvement in the four areas.

- Oral communication with customers/co- workers: getting information
  - asking questions and getting information related to Falcon Data Entry.
  - speaking and questioning customers about expense ticket entry
  - completing simple routine inquiries.

- Writing:
  - using full sentences
  - forming paragraphs
  - completing monthly status reports.
  - taking messages

- Telephone communication
  - ability to take accurate phone messages

- Confidence in communication
  - speaking more English
  - speaking more confidently

Chase/NYANA Communication Skills Program

Certificate Ceremony

December 13, 1994

Program

Welcome	*Madeline Fredrickson* *Technology & Operations Training*
Remarks	*Miguel Lopez* *Technology Services Group*
	Greta Grossman *Barbara Huppauf* *NYANA*
	Class Representatives

Presentation of certificates:

CERTIFICATE RECIPIENTS

Teodoro Andrade
Christina Becker
Margarita Blanco
Blanca Escudero
Gerard Fidele
Harry Ho
Daphne Maitland
Esperanza Orellana
Youssef Salieb
Anna Suarez
Fan Tam
Betty Valle
Marcia Williams
Dmitriy Zverinskiy

BEST COPY AVAILABLE

Participants' Orientation Sessions

Orientations with prospective students were held several weeks before courses began. These meetings were arranged and attended by Chase and NYANA program staff. Orientations were structured to achieve two purposes. First students were introduced to the program. Program goals, activities, schedules and requirements were explained; teaching and program staff were introduced. Secondly, information on candidates communication skills needs were collected through informal discussions/ focus groups conducted by all NYANA workplace literacy staff: project director, teacher training supervisor and teachers. Information was also gathered through the use of survey forms.

Needs assessment, course planning and IEP development began with this activity. Students orientation meetings also allowed candidates who were not interested or who were inappropriate for the program to be screened out.

Orientation session agendas and a compilation of needs identified by candidates during these sessions follow. Students received orientation packets similar to the one included that managers received.

Mid-course Feedback Sessions with Participants

Prior to mid-course meetings with managers and IEP meetings, feedback from students on the program: course topics, materials, activities and assignments was elicited formally through group discussion and written assignments. In cycle two the discussion was lead by the project director, in cycle one the discussion was lead by the teacher. Follow up curriculum revision meetings between the teacher, teacher trainer and project director were held and students' feedback was worked into the course plan. The "revised" course plan was then shared with students in class and managers during their mid-course meetings.

CHASE/NYANA PROGRAM: A COMMUNICATIONS SKILLS COURSE

EMPLOYEE INFORMATION SESSION AGENDA

(Before we begin: Personal Data Forms and Questionnaires)

I. Introductions

II. The Chase/NYANA Program
    A brief overview
    Program goals

III. The Course
    What is the course about?
    What skills will be addressed?
    What is required?

        The TOIEC Test

IV. Program Benefits
    How can this course help you? A discussion.

CHASE/NYANA WORKPLACE LITERACY PROGRAM 1994
STUDENT ORIENTATION SESSION - FOCUS GROUP: Cycle One

Chase Teller Development Center
January 5, 1994

Participants identified following communication difficulties at work.

SPEAKING

- Managing interruptions
- Pronunciation
    - -soften accent
- Speaking to authority
    - -dealing with nervousness
- Handling difficult situations with customers
    - -what to do when the customer "is wrong" or "has made a mistake"
- Finding the words/correct expressions to explain mistakes
- Finding the words to explain what I want
    - -Having the expressions
- How to be firm and polite
- Handling performance reviews
    - -explaining expectations of the job
    - -explaining the mistakes a supervisee made
- Explaining procedures, transactions to customers
- What to do when customers ask you to break rules
- What to do when you speak with some, but not all, customers in your native language
  - how to ensure other customers do not feel offended and excluded

CHASE/NYANA WORKPLACE LITERACY PROGRAM 1994
STUDENT ORIENTATION SESSION - FOCUS GROUP
Cycle One

ORAL COMPREHENSION

- Understanding humor
  - -how to respond to jokes
- Asking for repetition instead of guessing
- Asking for clarification

WRITING

- Finding the words
  - -words that are diplomatic
  - -polite wording
- Writing more easily, quickly without translating
- Writing business correspondence properly:
  - letters, notes, messages and phone messages

ORGANIZING IDEAS

- Writing: formats for
  - -letters
  - -notes
  - -messages
  - -phone messages
- Using correct grammar

CHASE/NYANA WORKPLACE LITERACY PROGRAM 1994
STUDENT ORIENTATION SESSION FOCUS GROUP: Cycle Two

Chase Metrotech Center, Brooklyn
March 24, 1994

Needs Identified by Students:
Participants identified following communication difficulties at work.

SPEAKING

- speaking over the phone
- pronunciation problems
- problems with vocabulary
- using diplomacy
- knowing what I am doing when I speak; understanding why people don't understand me
- grammar
- asking for something (i.e. a raise)
- handling "insults": what to do when someone doesn't want to understand, when someone wants you to feel like nothing

UNDERSTANDING WORKPLACE CULTURE & EXPECTATIONS

- Knowing the "psychology of the situation". Knowing when you need to be aggressive and when it is not appropriate to be aggressive.
- Handling the politics

PRESENTATION:

- How to get people to pay enough attention to what you are saying

CHASE/NYANA WORKPLACE LITERACY PROGRAM 1994
STUDENT ORIENTATION SESSION FOCUS GROUP: Cycle Two

ORAL COMPREHENSION

- understanding different accents

- asking for clarification

READING

- understanding reports, messages

WRITING

- taking messages

- reports

- instructions

Other concerns voiced during discussion included:

1. Time and schedule:

- What about vacation time that has already been scheduled? How will that effect my participation in the program?

- Is the time of the class definite? Is there any way it can later?

2. Confidentiality:

- What about confidentiality? Other programs in past have said they were confidential but they always shared information with bosses. Is this program really confidential? What information will be shared with managers?

3. Benefits of Program for native English speakers:

How can this course help me if I only speak English/ I am a native English speaker?

VII. Appendix F: Program Articles

January 25, 1995

TO: Greta Grossman

FROM: Kim Jasmin

RE: Statement Regarding Chase/NYANA Partnership

Chase was pleased to participate in the *Chase/NYANA: Removing Barriers to Job Performance* workplace literacy program. The partnership was of significant value to Chase in a variety of ways. It not only benefitted the individual participants, but also provided management with a vehicle through which they could play a more active role in their employee's transition to the American corporate culture. In addition, the program reinforced Chase's commitment to development and also opened new possibilities for training programs.

Throughout the two years of this program, managers at Chase have noticed improvement in the customer satisfaction scores, communication skills, and self confidence of staff members who attended the program. The statistical results for the first year's program supported the managers' observations, and we expect that the statistics for the second year will do the same.

The program has assisted over 50 Chase employees from the Regional Bank, Private Bank International, Legal Department, and Corporate Human Resources. Overall Chase was proud to participate in a program that so comprehensively assists new Americans in their adjustment to the American business environment.

Test of English for International Communication

REPORTER

TOEIC News International — Number 17

New Americans Measure Success at Chase Manhattan

The United States is often referred to as a "melting pot," where people of many nationalities and cultures have come together to become "Americans." This mixture of nations is particularly apparent in New York City, historically the first port for many new arrivals. In this multicultural environment it is not surprising that Chase Manhattan Bank employs many people whose first language is not English.

NYANA provides social and vocational services to help newcomers become self-reliant.

Photo courtesy of NYANA/Christopher Boas

Working in an environment where both the language and culture are different from one's own can be a difficult and confusing experience. To help employees succeed when challenged by these circumstances, Chase Manhattan has found a new resource. In a unique cooperative program with the New York Association for New Americans (NYANA), employees from Chase Manhattan Bank who are nonnative speakers of English receive specialized communication skills training. Consistent improvement in English has been demonstrated over the course of NYANA's program, as measured by TOEIC.

Sam Goldstein, Director of Educational Services, says NYANA's ultimate goal is "to help each new arrival to become a self-sufficient member of the American community." To achieve this goal, NYANA offers refugees assistance with a wide range of problems, from housing to health care.

Meeting physical needs, however, is not enough. Moving from dependency to self-sufficiency in the United States often hinges on the ability to communicate in English. English can be the key to finding and keeping employment and to community involvement. Recognizing the need for practical English skills, NYANA has long offered its clients classes in Vocational English as a Second Language (VESL), focusing on language used in the workplace.

Drawing on extensive experience in VESL training and job skills instruction included in other programs, NYANA staff designed a pilot program for Chase Manhattan's new American employees. Funding for the program was provided by the U.S. Department of Education, under the National Workplace Literacy Program. The use of public funds to support efforts like NYANA is intended to encourage private sector initiatives to improve the basic skills of

(continued on page 3)

In This Issue:

YPF S.A. Begins Using TOEIC

❖

Indonesian Hotels Establish English Standards

BEST COPY AVAILABLE

Educational Testing Service

New Americans *(continued from page 1)*

employees. NYANA's Workplace Literacy Program meets this goal by customizing instruction to the demands of the job. The course consists of a 30-week program (120 hours) of classes, divided into unit themes, which address particular aspects of communication in the workplace.

In addition to classroom instruction, the course includes a unique component whereby each participant designs a personal plan of learning. Working privately with an instructor and then independently, each student focuses on individual objectives for improving communication skills. To track improvement on the job, students and managers complete skill evaluations before and after the program. TOEIC testing is used to place students in the program and to objectively measure the students' language improvement. A videotaped interview at the beginning and end of the program also helps students to visualize their progress.

When asked why NYANA chose to use TOEIC, Greta Grossman, Program Director for the Chase NYANA Workplace Literacy Program, explains, "We were looking for a reliable standardized measure that would focus on the workplace. Since participants' skill levels vary considerably, we were particularly interested in TOEIC's broad score range, which helps us make appropriate placement decisions."

Most students in the program, 63 percent, are bank tellers, and 25 percent hold other positions with public contact. The remaining participants are support staff or are employed in systems and operations. Twenty different native languages are represented in the group, and the largest number of people are native Chinese and Spanish speakers.

Since the program's inception, NYANA has administered more than 260 TOEIC exams in pre- and postcourse testing. TOEIC results for the five program cycles completed to date are listed in the table below. More than 85 percent of the students improved their TOEIC score by at least 60 points after completing the course.

Cycle	Mean Total Score Before Course	Mean Total Score After Course	Mean Total Score Increase
1	686	738	52
2	630	725	95
3	678	730	52
4	690	750	60
5	430	510	80
1 - 5	620	690	70

When NYANA first opened its doors in 1949 to help resettle survivors of the Holocaust, it was expected that its goals would be accomplished by the early 1950s. New waves of people in need of resettlement have since followed, one after another, and over the years the now permanent agency has helped more than 350,000 refugees from 39 countries. In the spirit of the organization's founders, today NYANA's staff assist refugees who face the daunting task of gaining self-sufficiency in an ever more complex environment. The Workplace Literacy Program and TOEIC are among the innovative programs helping NYANA's clients to meet the challenges of living in the United States. ●

Regional inquiries should be directed to the TOEIC representative offices at the phone numbers listed below:

• **Argentina**: 1 322 4557/3855 • **Bahrain**: 729-011 • **Canada**: 613-542-3368 • **Colombia**: 23-673 539 • **Dominican Republic**: 809 582 6627 • **Egypt**: 2-3552946 • **France**: 1 40 74 05 21 • **Germany**: 69-58 0960 • **Greece**: 1-362 9886 • **Hong Kong**: 2-603-5771 • **Indonesia**: 21 520-0364/0365 • **Japan**: 33 581-5663 • **Korea**: 2-274-0509 • **Kuwait**: 5327794 • **Lebanon**: 1 411-676 • **Madagascar**: 2-202-38 • **Malaysia**: 3-238 0133 • **Mexico**: 5-545 3101 • **Paraguay**: 21-24 831 • **Spain**: 1 345-7026 • **Switzerland**: 37-24 24 23 • **Syria**: 11 333-4801 • **Taiwan**: 2-362-6385 • **Thailand**: 2-260-7061/7189 • **UK**: 81-740-6282 • **USA**: 609-951-1600 • **Venezuela**: Caracas: 2-951 0394; Maracaibo: 61-911 436 • **West Bank**: 2 277 346 • **Yemen**: 1 216975

This Works!

Editorial Committee
ALFRED EISENPREIS
Editor
J. STEWART MCCLENDON
Associate Editor

Contributing Editors
ROSAMUND BODMAN
FLORENCE S. DANIELS
SIDNEY J. FRIGAND
CATHE GIFFUNI
PETER HAAS
LINDLEY KIRKSEY
CLAIRE M. LLOYD
ARNOLD M. RAPHAEL
WILLIAM B. SHORE
PATRICIA C. THAVENOT
MICHAEL A. ZIGMAN

Publication of **This Works!** is made possible by a grant from the John M. Olin Foundation, Inc.

Currently, about one quarter to one third of the referral requests come from those seeking classes in English as a second language, mostly immigrants and refugees. Classes are offered by community-based organizations, public libraries, schools and the City University of New York.

The LAC also offers workshops and seminars to help literacy practitioners learn effective approaches to teaching, counseling and program management, operates a lending library with books, videos and computers to improve practitioners' instruction, and a management information system for literacy programs. Funding for these programs comes from the City and the State.

◆ For more information about classes, call the Referral Hotline, (212) 267-6000. For other information, contact: **The Literacy Assistance Center, Inc.**, 15 Dutch Street, 4th Floor, New York, NY 10038. Tel. (212) 267-5309. Fax (212) 766-4612.

Cultural Help for Foreign Newcomers

More than 2000 members of The International Center of New York learn English and local culture and customs from about 1000 volunteers acting as conversation partners.

Started in 1961, the International Center has programs to help immigrants, refugees, students, business people and diplomats to cope in New York by learning the language and American customs. The core program is a weekly one-hour meeting between a volunteer and a conversation partner. There are also group classes, grammar classes, programs at the Center and trips to places of local and historical interest. Much is free to members who pay a one-time registration fee of $10 plus a $175 annual fee for regular members or a $150 annual fee for those with student visas. A major activity of the Center is recruiting and training voulunteers. The Center has a paid staff of 12. It is funded by membership fees and contributions from foundations, corporations and individuals.

◆ For further information, contact: Jenny Lines, Executive Director, **The International Center in New York, Inc.**, 50 West 23rd Street, 7th Floor, New York, NY 10010-5205. Tel. (212) 255-9555. Fax (212) 255-0177.

Improving Communication Skills on the Job

A new program of the New York Association for New Americans, Inc. (NYANA) is the Chase Manhattan Bank/NYANA Partnership to help Chase employees who are not native Americans improve their English language and communications skills in the workplace.

NYANA, started in 1949 by the American Jewish community to resettle survivors of the Holocaust, aids the resettlement of immigrants and refugees of many faiths from all over the world. Newcomers are helped with housing, medical attention, employment and English language instruction. For the new Partnership, NYANA has used its skills and experience in helping foreigners make the adjustment to American life for a program for the specific needs of Chase employees.

The Partnership program addresses barriers to communication between employees and co-workers, supervisors and customers. It focuses on oral and written English, self-awareness, initiative, listening skills and cultural differ ences foreigners may find in the American workplace. It addresses how physical appearance, body language and the gender of supervisors can affect the employee, using lectures, inter-active participation and homework.

Participants, all volunteers, are released from work for a weekly two-hour class for 30 weeks. Three cycles of up to 30 Chase employees each have participated. The program, judged successful, has been extended for an additional 30 employees. It is funded by the U.S. Department of Education to create partnerships between agencies and corporations.

◆ For further information, contact: Sandra Lief Garrett, Associate Executive Vice President, **New York Association for New Americans, Inc.**, 17 Battery Place, New York, NY 10004-1102. Tel. (212) 425-2900. Fax (212) 514-6938, or Kim Jasmin, Vice President, **Chase Manhattan Bank,** Manager, Teller Development Center, 40 West 34th Street, 3rd Floor, New York, NY 10001. Tel. (212) 967-7940. Fax (212) 967-7246.

Chinese Immigrants Learn to Organize Themselves

The 600-plus members of the Chinese Staff and Workers Association learn, through the Association's programs, their rights as employees and immigrants and

NYANA
NEW YORK ASSOCIATION
FOR NEW AMERICANS, INC.
17 BATTERY PLACE
NEW YORK, NY 10004-1102
PHONE: (212) 425-6033

ENGLISH LANGUAGE TRAINING

GRETA GROSSMAN

TESOL 1994
Baltimore, MD

CUSTOMIZING A CURRICULUM FOR CUSTOMER SERVICE

I. PROJECT OVERVIEW

II. CURRICULUM DESIGN PROCESS

III. ISSUES CONFRONTED

This project was funded by a National Workplace Literacy Grant from the United States Department of Education.

AN AGENCY OF UJA FEDERATION OF NEW YORK · A BENEFICIARY AGENCY OF THE UNITED JEWISH APPEAL · A MEMBER OF THE UNITED WAY OF NEW YORK CITY

159264

WORKPLACE LITERACY PROGRAM: CHASE/NYANA
TELLER OBSERVATION

I. Types of interaction:
A. Teller/Customer
B. Teller/Teller
C. Teller/Supervisor
D. Other

II. Task Analysis:
1. What's the task/ function of the interaction?

2. Who's responsible for getting the task done?

3. How is the task done?
    - a) What kind of language, (vocabulary, idioms, phrases), is used?
    - b) What attitude, (style of speech), is portrayed by each participant?
    - c) What is the teller doing while speaking? What/ how many forms are being used?
    - d) What type of reading and writing is involved?
    - e) What decisions is the teller making?

III. Groups
1. Who are the customers?
    - a) socio-economic
    - b) ethnicity
    - c) language groups

2. Who are the bank staff?
    - a) socio-economic
    - b) ethnicity
    - c) language groups:
        what accents, dialects, aspects of communications

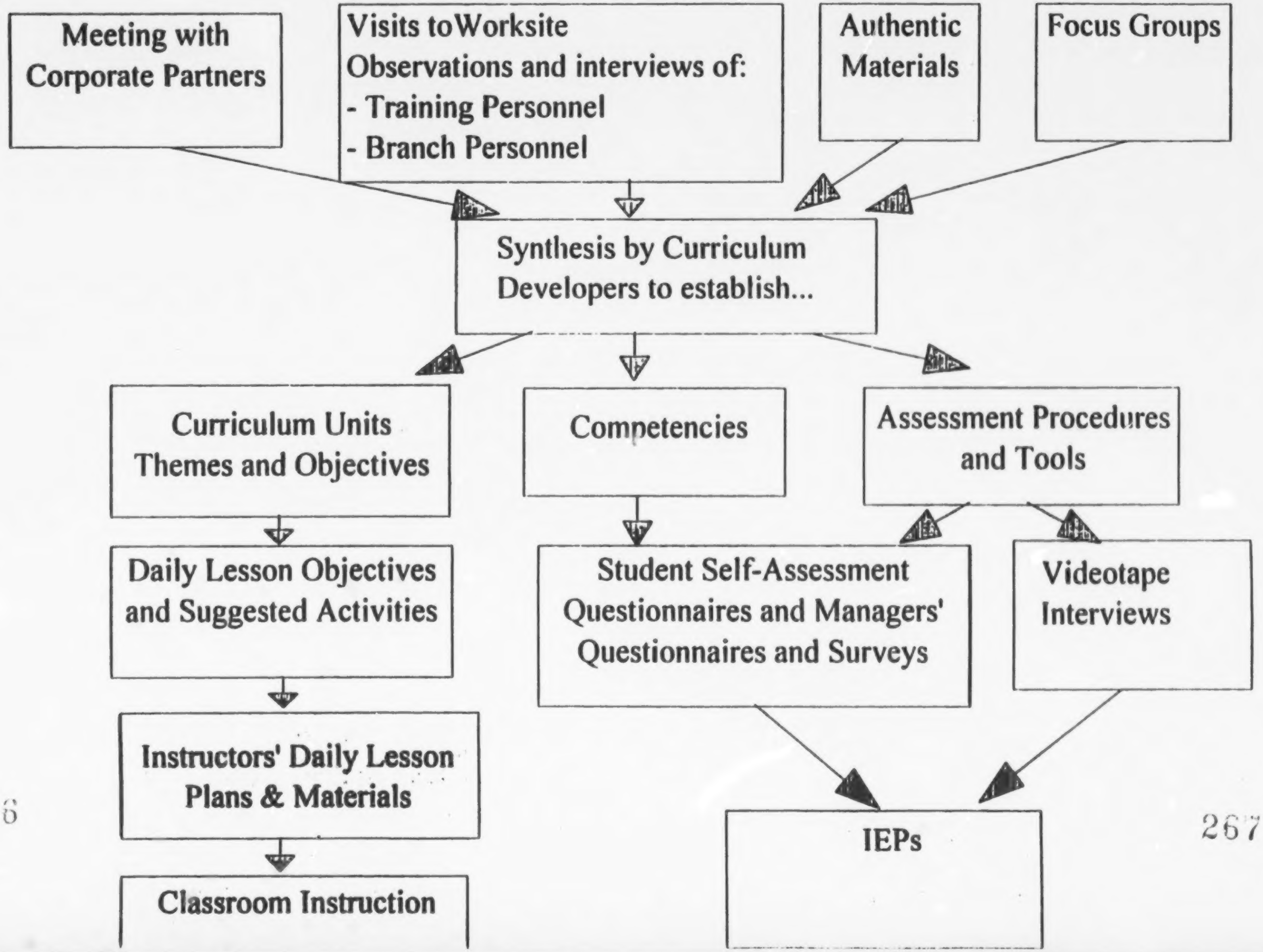
IV. Physical Impressions:
People: dress
Space

V. What are the implicit values of the workplace?
- a) Who is being rewarded?
- b) How?
- c) For what?

VI. Materials:
Collect any authentic materials used.

GG 6/15/92

Chase/NYANA Workplace Literacy Project
Customizing A Curriculum for Customer Service-Overview of Curric. Development Process



Meeting with Corporate Partners

Visits to Worksite
Observations and interviews of:
- Training Personnel
- Branch Personnel

Authentic Materials

Focus Groups

Synthesis by Curriculum Developers to establish...

Curriculum Units Themes and Objectives

Competencies

Assessment Procedures and Tools

Daily Lesson Objectives and Suggested Activities

Student Self-Assessment Questionnaires and Managers' Questionnaires and Surveys

Videotape Interviews

Instructors' Daily Lesson Plans & Materials

IEPs

Classroom Instruction

NEW YORK ASSOCIATION
FOR NEW AMERICANS, INC.
17 BATTERY PLACE
NEW YORK, NY 10004-1102
PHONE: (212) 425-6033

ENGLISH LANGUAGE TRAINING

Greta Grossman
Customizing a Curriculum for Customer Service
TESOL 1994

Chase\NYANA Workplace Literacy Communication Skills Course
AREAS OF COMPETENCY

1. ORAL COMPREHENSION
2. ORAL PRODUCTION
3. NON-VERBAL COMMUNICATION
4. PARA-VERBAL COMMUNICATION
5. READING COMPREHENSION
6. WRITTEN PRODUCTION
7. ORGANIZATION OF IDEAS
8. CONFIDENCE IN COMMUNICATION (recognition and use of conversational conventions)
9. INITIATIVE (in conversation)
10. CONCENTRATION (managing multiple tasks/conversations) tasks
11. OBSERVATION
12. DIVERGENT THINKING SKILLS
13. UNDERSTANDING OF OTHERS' EXPECTATIONS
14. SELF-AWARENESS
15. COOPERATION
16. DIPLOMACY
17. INTEGRATION INTO CORPORATE CULTURE

Greta Grossman
Customizing a Curriculum for Customer Service
TESOL 1994

Chase\NYANA Workplace Literacy Program
A COMMUNICATION SKILLS COURSE

UNIT I: INVESTIGATING YOUR WORK LIFE, SETTING GOALS

UNIT II: YOUR PUBLIC IMAGE: LOOKING GOOD EVERY DAY

UNIT III: WORKING TOGETHER: EXAMINING ROLES IN YOUR WORK ENVIRONMENT

UNIT IV: NETWORKING: BUILDING RELATIONSHIPS

UNIT V: PUTTING IT DIFFERENTLY, (MID-COURSE REVIEW)

UNIT VI: GETTING YOUR POINT ACROSS

UNIT VII: RESEARCHING THE WORKPLACE

UNIT VIII: MOVING AHEAD

UNIT IX: DELICATE SITUATIONS: THE FINE POINTS

UNIT X: **TRANSFERRING YOUR SKILLS TO THE WORKPLACE, FINAL ASSESSMENT**

Chase and NYANA: A Partnership to Remove Barriers to Job Performance 1993-94
Award number: V198A302288

Final Performance Report

VII. Appendix G: Program Evaluation Instruments

164

CHASE/NYANA WORKPLACE LITERACY PROGRAM 1994
REFERRAL FORM

Instruction is designed to meet the participant's individual communication skills needs and the needs of his or her workplace. Please be as specific as possible when answering the questions below.

Name of employee referred ______________________ Position ______________________

1. Please list this employee's **major** job tasks.

2. What job tasks would you like this employee to do differently as a result of improved communication skills? (Ex. taking messages, handling difficult situations, conducting meetings)

a. ______________________

b. ______________________

c. ______________________

d. ______________________

e. ______________________

3. What **new position or new job tasks** would you like to see this employee perform as a result of improved communication skills?

(over, please)

CHASE/NYANA WORKPLACE LITERACY PROGRAM 1994
REFERRAL FORM

4. What kinds of interactions are most difficult for this employee? Please rank from 1 to 6, with 1 being the most difficult.

______ Speaking to customers

______ Speaking to co-workers

______ Speaking to supervisors

______ Speaking in groups

______ Speaking in meetings

______ Other:

5. What three communication skill areas would you like to see improved as a result of this course? Please refer to competencies used on next page and rank in order of priority.

Please print here:

Referral made by: ________________________________
(last name) (first name)

____
(title)

Branch #: ________________________________

Work Address: ________________________________
(street)

____
(City) (State) (Zip)

Work telephone: ________________________________

Please refer to these questions as you rate this employee on each area of competency.

1. **Oral Comprehension**
   How well does this employee understand what you say?
2. **Oral Production**
   How well do you understand this employee when he/she speaks?
3. **Reading Comprehension**
   How well does this employee understand what he/she reads?
4. **Written Production**
   How well does this employee write?
5. **Organization of Ideas**
   How well does this employee express his/her ideas directly using a logical sequence and supporting examples?
6. **Non-Verbal Communication**
   How well does this employee understand and use gestures, facial expressions and body language appropriately?
7. **Para-Verbal Communication**
   How well does this employee use sounds like "uh huh" or "huh" to demonstrate attentiveness?
8. **Observation**
   How well does this employee attend to detail and learn by watching?
9. **Self-Awareness**
   How well does the employee recognize his/her own strengths & weaknesses?
10. **Concentration: Managing Multiple Tasks**
    How well does the employee manage interruptions, more than one conversation or multiple tasks at a time?
11. **Divergent Thinking Skills**
    How able is this employee to find multiple solutions?
12. **Confidence in Communication**
    How confident is this employee when speaking? How well does he/she follow conversational conventions: beginning, ending conversations?
13. **Initiative**
    How well does this employee demonstrate initiative?
14. **Understanding of Others' Expectations**
    How well does this employee understand expectations when explicit instructions are not given?
15. **Diplomacy**
    How well does this employee meet others' expectations in a professional and tactful manner?
16. **Cooperation**
    How well does this employee work with others?
17. **Integration into Corporate Culture**
    How well does this employee fit in at Chase?

Chase/NYANA Program 1994: COMPETENCY RATING SHEET

Name of program participant ____________________ Date ____________

Please rate this employee in each of the competencies listed. Circle the appropriate number for each category.

1 - Excellent
2 - Good
3 - Satisfactory
4 - Needs Work
5 - Unsatisfactory

1. Oral Comprehension	1	2	3	4	5
2. Oral Production	1	2	3	4	5
3. Reading Comprehension	1	2	3	4	5
4. Written Production	1	2	3	4	5
5. Organization of Ideas	1	2	3	4	5
6. Non-Verbal Communication	1	2	3	4	5
7. Para-Verbal Communication	1	2	3	4	5
8. Observation	1	2	3	4	5
9. Self- Awareness	1	2	3	4	5
10. Concentration: Managing Multiple Tasks	1	2	3	4	5
11. Divergent Thinking Skills	1	2	3	4	5
12. Confidence in Communication	1	2	3	4	5
13. Initiative	1	2	3	4	5
14. Understanding Others' Expectations	1	2	3	4	5
15. Diplomacy	1	2	3	4	5
16. Cooperation	1	2	3	4	5
17. Integration into Corporate Culture	1	2	3	4	5

16-8

CHASE/NYANA WORKPLACE LITERACY PROJECT 1994
MIDPOINT MANAGER QUESTIONNAIRE

Date: ____________________

Employee Referred: ______________________________ Position: ____________________
(last) (first)

Describe any progress in areas that prompted your referral? (see referral attached) __________

What changes have you noticed with this employee since January in regards to:

Communication Skills: ____________________

Customer Service Delivery: ____________________

Teamwork: ____________________

Supervisory Issues: ____________________

Between now and August what 3 job tasks would you like to see done differently as a result of improved communications skills?

Referral made by: ______________________________ Title: ____________________
(last) (first)

169

Chase/NYANA Program 1994: COMPETENCY RATING SHEET

Name of program participant ____________________

Date ____________

Please rate this employee in each of the competencies listed. Circle the appropriate number for each category.

1 - Excellent
2 - Good
3 - Satisfactory
4 - Needs Work
5 - Unsatisfactory

1.	Oral Comprehension	1 2 3 4 5
2.	Oral Production	1 2 3 4 5
3.	Reading Comprehension	1 2 3 4 5
4.	Written Production	1 2 3 4 5
5.	Organization of Ideas	1 2 3 4 5
6.	Non-Verbal Communication	1 2 3 4 5
7.	Para-Verbal Communication	1 2 3 4 5
8.	Observation	1 2 3 4 5
9.	Self-Awareness	1 2 3 4 5
10.	Concentration: Managing Multiple Tasks	1 2 3 4 5
11.	Divergent Thinking Skills	1 2 3 4 5
12.	Confidence in Communication	1 2 3 4 5
13.	Initiative	1 2 3 4 5
14.	Understanding Others' Expectations	1 2 3 4 5
15.	Diplomacy	1 2 3 4 5
16.	Cooperation	1 2 3 4 5
17.	Integration into Corporate Culture	1 2 3 4 5

Please refer to these questions as you rate this employee.

1. **Oral Comprehension**
   How well does this employee understand what you say?

2. **Oral Production**
   How well do you understand this employee when he/she speaks?

3. **Reading Comprehension**
   How well does this employee understand what he/she reads?

4. **Written Production**
   How well does this employee write?

5. **Organization of Ideas**
   How well does this employee express his/her ideas directly using a logical sequence and supporting examples?

6. **Non-Verbal Communication**
   How well does this employee understand and use gestures, facial expressions and body language appropriately?

7. **Para-Verbal Communication**
   How well does this employee use sounds like "uh huh" or "huh" to demonstrate attentiveness?

8. **Observation**
   How well does this employee attend to detail and learn by watching?

9. **Self-Awareness**
   How well does this employee recognize his/her own strengths and weaknesses?

10. **Concentration: Managing Multiple Tasks**
    How well does the employee manage interruptions, more than one conversation or multiple tasks at a time?

11. **Divergent Thinking Skills:**
    How able is this employee to find multiple solutions?

12. **Confidence in Communication**
    How confident is this employee when speaking? How well does he/she follow conversational conventions: beginning, ending conversations?

13. **Initiative**
    How well does this employee demonstrate initiative?

14. **Understanding of Others' Expectations**
    How well does this employee understand expectations when explicit instructions are not given?

15. **Diplomacy**
    How well does this employee meet others' expectations in a professional and tactful manner?

16. **Cooperation**
    How well does this employee work with others?

17. **Integration into Corporate Culture**
    How well does this employee fit in at Chase?

CHASE/NYANA COMMUNICATIONS SKILLS PROGRAM 1994
END OF COURSE EVALUATION RATING FORM

Date: __________

Name of Employee: ______________________________

Completed by: ______________________________

1. In which area of competency (see attached list) has this employee made the greatest improvement? Please give specific examples.

2. In which area of competency do you feel this employee would benefit from further work? Please be specific and describe any changes or need for change.

3. Other comments:

Chase/NYANA Program 1994: COMPETENCY RATING SHEET

Name of program participant ____________________ Date ____________

Please rate this employee in each of the competencies listed. Circle the appropriate number for each category.

1 - Excellent
2 - Good
3 - Satisfactory
4 - Needs Work
5 - Unsatisfactory

1.	Oral Comprehension	1 2 3 4 5
2.	Oral Production	1 2 3 4 5
3.	Reading Comprehension	1 2 3 4 5
4.	Written Production	1 2 3 4 5
5.	Organization of Ideas	1 2 3 4 5
6.	Non-Verbal Communication	1 2 3 4 5
7.	Para-Verbal Communication	1 2 3 4 5
8.	Observation	1 2 3 4 5
9.	Self-Awareness	1 2 3 4 5
10.	Concentration: Managing Multiple Tasks	1 2 3 4 5
11.	Divergent Thinking Skills	1 2 3 4 5
12.	Confidence in Communication	1 2 3 4 5
13.	Initiative	1 2 3 4 5
14.	Understanding Others' Expectations	1 2 3 4 5
15.	Diplomacy	1 2 3 4 5
16.	Cooperation	1 2 3 4 5
17.	Integration into Corporate Culture	1 2 3 4 5

Please refer to these questions as you rate this employee on each area of competency.

1. **Oral Comprehension**
   How well does this employee understand what you say?

2. **Oral Production**
   How well do you understand this employee when he/she speaks?

3. **Reading Comprehension**
   How well does this employee understand what he/she reads?

4. **Written Production**
   How well does this employee write?

5. **Organization of Ideas**
   How well does this employee express his/her ideas directly using a logical sequence and supporting examples?

6. **Non-Verbal Communication**
   How well does this employee understand and use gestures, facial expressions and body language appropriately?

7. **Para-Verbal Communication**
   How well does this employee use sounds like "uh huh" or "huh" to demonstrate attentiveness?

8. **Observation**
   How well does this employee attend to detail and learn by watching?

9. **Self-Awareness**
   How well does the employee recognize his/her own strength & weaknesses?

10. **Concentration: Managing Multiple Tasks**
    How well does the employee manage interruptions, more than one conversation or multiple tasks at a time?

11. **Divergent Thinking Skills**
    How able is this employee to find multiple solutions?

12. **Confidence in Communication**
    How confident is this employee when speaking? How well does he/she follow conversational conventions: beginning, ending conversations?

13. **Initiative**
    How well does this employee demonstrate initiative?

14. **Understanding of Others' Expectations**
    How well does this employee understand expectations when explicit instructions are not given?

15. **Diplomacy**
    How well does this employee meet others' expectations in a professional and tactful manner?

16. **Cooperation**
    How well does this employee work with others?

17. **Integration into Corporate Culture**
    How well does this employee fit in at Chase?

CHASE/ NYANA WORKPLACE LITERACY PROJECT

PERSONAL DATA FORM

Today's date: ____________________ Chase Branch #: ____________

Name: ______________________________________ Sex: M ___ F ___

Home Address: ____
(Street) (Apt.)

____
(City) (State) (Zip)

Home telephone: ( ) ______________________________________

Work telephone: ( ) ______________________________________

Length of time in the U. S. __________________________________
(years) (months)

Language Background:

1) What's your native language? ______________________________

2) What language(s) do you speak at home? ____________________

3) What languages have you studied?

Language	# yrs. studied	Country	Type of School

Educational Background:

Type of school (secondary and higher)	Country	# of years attended	Language of instruction

What training programs have you attended at Chase? ____________

____

Employment History:

1) What is your current position at Chase? ____________________

2) How long have you worked in this position? ________________

3) How long have you worked at Chase? _________________________

4) Where is your branch located? ______________________________

5) Have you ever held another customer service position elsewhere?

Yes _____ No _____

If yes, what type, where, how long?

Job type	Business type	Location	# of years

6) What was your previous profession? _________________________

Personal Comments:

What do you hope to gain from this communication skills course?

____

____

____

176 282

CHASE/NYANA PROJECT 1994
A COMMUNICATIONS SKILLS COURSE
PRE CLASS SURVEY

Name: ____

1. Do you have a video tape player?   yes   no

2. Do you have a cassette player?   yes   no

3. Do you speak English with your colleagues at work?
   never   rarely   sometimes   usually   always

   Are you comfortable speaking English with your colleagues?
   never   rarely   sometimes   usually   always

4. Do you speak English with customers at work?
   never   rarely   sometimes   usually   always

   Are you comfortable speaking English with customers?
   never   rarely   sometimes   usually   always

5. Do you speak English with your supervisor at work?
   never   rarely   sometimes   usually   always

   Are you comfortable speaking English with your supervisor?
   never   rarely   sometimes   usually   always

6. Are you comfortable speaking English in groups at work?
   never   rarely   sometimes   usually   always

   Are you comfortable speaking English at meetings?
   never   rarely   sometimes   usually   always

7. Do you write in English to do your job?
   never   rarely   sometimes   usually   always

   Are you comfortable writing in English?
   never   rarely   sometimes   usually   always

   What do you write on a regular basis at work?
   messages   memos   letters   reports

   Other: ____

17283

PRE CLASS SURVEY

Name:____

8. Do you read in English to do your job?
   never rarely sometimes usually always

   Are you comfortable reading English?
   never rarely sometimes usually always

   What do you read on a regular basis at work?
   messages memos letters reports
   professional articles newsletters

   Other:____

Chase/NYANA Communications Skills Course 1994
Self-Assessment of Videotape Interviews

Name: ______________________________ Date: __________

Part I. Watch your video-taped interviews.

1. Look at your interview from the **beginning of the class**. Take notes on your language and communication skills. Describe what you see, your body language and and how you answered.

2. Now look at your interview from **the end of the class**. Take notes on your language and communication skills. Describe what you see, your body language and and how you answered.

Part II: Answer the following questions:

1. What differences do you see between your interviews?

2. After looking at your last interview, what speaking skills do you see are important for you to continue to work on or think about?

CHASE/NYANA WORKPLACE LITERACY PROGRAM 1994

Videotaped Interview Assessment Tool

180

CHASE/NYANA WORKPLACE LITERACY PROGRAM 1994

Videotaped Interview Assessment Tool (VIAT)

Directions for Rating Videotape Interviews:

Part I:

A. View the videotape items 8-11.

B. Stop the tape after the interviewee responds to the question about his/her ideal job.

C. Rate the student on the first four competencies as you watch, stopping to take notes as you need.

Part II:

A. Take a couple of minutes to write down specific strengths and weaknesses in the student's communication. Where have you seen a problem? Where is the student strongest? (i.e. eye contact, pronunciation, grammar, confidence, etc.)

B. Play the videotape and listen to student's responses to questions 12 and 13.

C. Compare the student's responses to questions 12 and 13 to your own and rate them on self-awareness.

Part III:

Record your ratings on the chart attached.

**Interview items and questions are listed for your convenience on the other side of this page. Read the items and the questions prior to viewing, never after you begin.* (over)

CHASE/NYANA WORKPLACE LITERACY PROGRAM 1994

Video Interview Questions

(Students are directed to read and respond to the following during the first part of the videotape interview):

Please tell us the following information in complete sentences:

1. Name
2. Native Country
3. Branch #/Branch Location
4. Your Position
5. Native Language
6. Length of Time at Chase
7. Length of Time in the United States

The interviewer will then ask the following:

8. Could you tell us something about your family?
9. What do you enjoy doing in your free time? *(If you had free time what would you do?)
10. What do you like best about your current job?
11. If you could imagine your ideal job what would it be?
12. What are your strengths in communicating in English?
13. What are your weaknesses in communicating in English?

183 283

CHASE/NYANA WORKPLACE LITERACY PROGRAM 1994

Videotaped Interview Assessment Tool (VIAT)

I. Ability to Show Acknowledgement through Non Verbal/Para-Verbal Behavior

	1	2	3	4	5
Non-Verbal/Para-Verbal Communication	Excellent. Maintains good eye contact; uses appropriate gestures and facial expressions; always engaged in conversation as indicated by use of paraverbal and non-verbal responses, i.e., smiles, nods, etc.	Appears engaged in conversation as indicated by use of paraverbal and non-verbal behavior, with occasional misuse of gestures, facial expressions and paraverbals.	Sometimes appears engaged in conversation as indicated by use of gestures, facial expressions, paraverbals and non-verbal behavior.	Frequently misuses or doesn't use gestures and facial expressions and paraverbals, causing apparent difficulty in maintaining the conversation.	Poor. Shows no indication of being engaged in conversation; doesn't use, or uses inappropriately, gestures, facial expressions and paraverbals.

II. Ability to Speak English

	1	2	3	4	5
Oral Production	Few or no grammar, pronunciation/intonation errors, speech appears effortless, flow closely approximates that of a native speaker. Ideas are expressed in an organized fashion. Speaker is easily understood.	Occasional error in pronunciation/ intonation, grammar and/or work choice. Some non-native pauses. Ideas are usually well organized. Almost always easy to understand.	Consistent errors in pronunciation/ intonation, grammar, and/or word choice. Non-native flow. Ideas are sometimes organized. However, speech is understood.	Frequent errors in pronunciation/ intonation, grammar and/or word choice. Pauses and non-native flow are confusing. Speech is difficult to understand.	Severe errors in pronunciation/ intonation, grammar and/or word choice. No order to ideas presented. Flow is extremely fragmentary. Speech is not understood.

III. Ability to Understand Spoken English

	1	2	3	4	5
Oral Comprehension	Usually answers questions directly with little need for linguistic clarification* or repetition.	Answers but often needs to ask for clarification of question.	Answers questions with some prompting.	Gives related information, partially answers question, needs prompting.	Doesn't answer question asked.

* *linguistic clarification refers to asking about the language used in the question (i.e. - a word/ meaning rather than asking for clarification about an idea)*

IV. Ability to Participate in Conversation

	1	2	3	4	5
To respond to and volunteer information using appropriate length of discourse. (Confidence in Communication / Initiative)	**Responds to the questions asked with very appropriate expansion and much ease.**	**Responds to the questions asked with appropriate expansion and ease.**	**Responds to the questions asked with some appropriate expansion and ease.**	**Minimally responds to the questions asked: little appropriate expansion and little ease - is hesitant.**	**Does not respond to the questions asked: no appropriate expansion - no ease, is extremely hesitant.**

Directions for rating Self-Awareness

A. Take a minute to review your ratings of this student and elaborate on strengths and weaknesses.
(i.e. Do you see excellent eye contact or use of paraverbals? Are there pronunciation problems?, etc.)
B. Play the videotape. Listen to the students' assessment of their own communications skills as they answer the next two questions:
What are your strengths in communicating English? What are your weaknesses in communicating English?
C. Compare your responses.
D. Rate the student using the scale below.

V. Ability to Demonstrate Self-Awareness

1	2	3	4	5	N/A
The students' answers are in complete agreement with your assessment of his/her communications abilities.	**The student's answers approximate your assessment of his/her communications abilities.**	**The student's answers are in partial agreement with your assessment of his/her communications abilities.**	**There is almost no agreement between the student's answers and your assessment of his/her communications abilities.**	**The student's answers are in complete disagreement with your assessment of his/her communications abilities.**	**Not applicable. The student answered questions but described skills not readily visible on the interview tape. (i.e. writing, etc.)**

Video Interview Assessment Tool (VIAT)

Results

Record your ratings below:

Video #	Competencies				
	Ability to Use Non-verbal and Para-verbal	**Ability to Speak English**	**Ability to Understand Spoken English**	**Ability to Participate in Conversation**	**Self-Awareness**
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					

CHASE/NYANA Workplace Literacy Program 1994:
VIDEOTAPED INTERVIEW ASSESSMENT TOOL

ASSESSING VIDEOTAPED INTERVIEWS: AGENDA FOR RATER TRAINING WORKSHOP #1

1. Overview: purpose and development of the videotaped interview assessment tool

2. Assessing ability to show acknowledgement through non-verbal and paraverbal behaviors

3. Assessing ability to speak English

4. Assessing ability to understand spoken English

Break

5. Assessing ability to participate in conversation

6. Assessing ability to demonstrate self awareness

7. Wrap-up: questions

CHASE/NYANA Workplace Literacy Program 1994
Videotaped Interview Assessment Tool
Workshop #1: Orientation to Rating Videotaped Interviews

INTRODUCTION:

A. Workshop agenda and purpose

B. Purpose of task

1. Evaluation of individual student progress across five areas of competency
2. Evaluation of the Chase/NYANA workplace literacy program
3. Development of evaluation tool for oral communications skills: participation in conversation, awareness, non-verbal as well as speaking and listening

C. Developing a rating process that is reliable

The VIAT is not a finished product. We are in the process of developing it. Your involvement as ESL professionals outside the project; with no prior knowledge of the students will allow us to improve the tool to make it more reliable. The rating system is subjective. We are looking to make it less subjective. Through our joint practice sessions and discussion we aim to come away speaking the same language such that a "3" will be a "3" regardless of the rater. Refinement of the tool should be an added outcome of our group practice sessions and of the entire process.

This is a trial- we are testing the tool as well as looking to evaluate the students and program.

D. History and rational behind the tool- why we developed the VIAT the way we did

-this is one of several tools used in to measure program effectiveness
a) language sample
b) needed to evaluate areas addressed in the program
    non-verbal, paraverbal, self-awareness, ability to participate in conversation
c) interview questions/ model had duel purpose
    -language sample
    -collect information about each student
d) interview questions structured simple to more complex
    ie. basic information to answering questions about oneself/ strengths

E. The tool:

a) Videotaped one on one interviews done pre and post instruction
b) Five point scale for each of five areas of competency

ASSESSING VIDEOTAPED INTERVIEWS: AGENDA FOR RATER TRAINING WORKSHOP #2

1. Review and questions

2. Practice rating:
   Tape A
   Tape B

3. Break

4. Practice rating
   Tape C
   Tape D

5. Wrap up
   - questions
   - review of required procedures and deadline
   - accessing equipment
   - Is there a use for this tool at NYANA? Future meetings?

CHASE/NYANA PROGRAM 1994: COMMUNICATIONS SKILLS COURSE

Name: ______________________________ Date: __________________

Please rate yourself in each of the areas listed. **Circle the appropriate number for each category.**

always	usually	sometimes	seldom	never
1	2	3	4	5

ORAL COMPREHENSION QUESTIONNAIRE

A. Do you understand when people use idioms?

1 2 3 4 5

B. Do you understand different ways people speak? (Accent, speed, rhythm)

1 2 3 4 5

C. Do you understand the main idea when someone speaks?

1 2 3 4 5

D. Can you concentrate on what someone says when there is a lot of extra noise?

1 2 3 4 5

E. Generally, do you understand what other people say?

1 2 3 4 5

F. Who is it most difficult for you to understand at work?

G. In what situations at work do you not understand what people say?

GGjs '94

CHASE/NYANA PROGRAM 1994: COMMUNICATIONS SKILLS COURSE

Name: ______________________ Date: ______________

Please rate yourself in each of the areas listed. **Circle the appropriate number for each category.**

always	usually	sometimes	seldom	never
1	2	3	4	5

ORAL PRODUCTION QUESTIONNAIRE

A. Do you use correct grammar when you speak?

1 2 3 4 5

B. Do you know the vocabulary or idioms you need?

1 2 3 4 5

C. Do people understand your pronunciation?

1 2 3 4 5

D. Do you speak English without translating?

1 2 3 4 5

E. Do others understand you?

1 2 3 4 5

F. In what situations at work do people tell you they don't understand you?

G. Who has the most difficulty understanding you at work? (Customers, supervisors, colleagues)

GGjs '94

CHASE/NYANA PROGRAM 1994: COMMUNICATIONS SKILLS COURSE

Name: ______________________________ Date: __________________

Please rate yourself in each of the areas listed. **Circle the appropriate number for each category.**

always	usually	sometimes	seldom	never
1	2	3	4	5

NON-VERBAL COMMUNICATION QUESTIONNAIRE

A. Do you look at who you speak to?

1 2 3 4 5

B. Do you use facial expressions to communicate?

1 2 3 4 5

C. Do you smile when you greet people?

1 2 3 4 5

D. Do you move your head to communicate, for example, to show agreement or disagreement or to let someone know that you are listening?

1 2 3 4 5

E. Do you stand up straight?

1 2 3 4 5

F. Do you use your hands to emphasize your ideas or to help someone understand you?

1 2 3 4 5

G. Do you stand at arms length from the person you are speaking to?

1 2 3 4 5

GGjs '94

H. Do you feel comfortable when people speak to you from across the room?

1 2 3 4 5

I. Do you touch others in conversations at work? (for example, when you are joking or to give support or encouragement)

1 2 3 4 5

J. Are you comfortable when someone touches you in conversations at work?

1 2 3 4 5

K. Are you sure of what to wear to work?

1 2 3 4 5

L. Do you have questions regarding appropriate grooming for work? (for example, hair styles or make-up)

1 2 3 4 5

M. What non-verbal behavior would you like to change?

CHASE/NYANA PROGRAM 1994: COMMUNICATIONS SKILLS COURSE

Name: ______________________________ Date: __________________

Please rate yourself in each of the areas listed. **Circle the appropriate number for each category.**

always	usually	sometimes	seldom	never
1	2	3	4	5

PARA-VERBAL COMMUNICATION QUESTIONNAIRE

A. I am not sure that I understand when someone uses para-verbals.

1 2 3 4 5

B. I show that I am listening by using para-verbals.

1 2 3 4 5

C. I express agreement and disagreement using para-verbals.

1 2 3 4 5

D. It is difficult to understand someone when he or she uses para-verbals.

1 2 3 4 5

E. I feel comfortable using para-verbals.

1 2 3 4 5

F. I use para-verbals naturally.

1 2 3 4 5

GGjs '94

194

CHASE/NYANA PROGRAM 1994: COMMUNICATIONS SKILLS COURSE

Name: ______________________________ Date: ________________

Please rate yourself in each of the areas listed. **Circle the appropriate number for each category.**

always	usually	sometimes	seldom	never
1	2	3	4	5

READING COMPREHENSION QUESTIONNAIRE

A. Can you find the main idea when you read?

1 2 3 4 5

B. Can you find specific information when you read?

1 2 3 4 5

C. Can you read other people's handwriting?

1 2 3 4 5

D. Generally, do you understand what you read?

1 2 3 4 5

E. Do you use a dictionary to understand vocabulary?

1 2 3 4 5

F. Do you ask questions if you do not understand?

1 2 3 4 5

G. What do you read for your job?

H. Which of the above do you want to read more easily?

I. What do you like to read?

GGjs '94

CHASE/NYANA PROGRAM 1994: COMMUNICATIONS SKILLS COURSE

Name: ______________________________ Date: __________________

Please rate yourself in each of the areas listed. **Circle the appropriate number for each category.**

always	usually	sometimes	seldom	never
1	2	3	4	5

WRITTEN PRODUCTION QUESTIONNAIRE

A. Can other people read your handwriting?

1 2 3 4 5

B. Do you copy information accurately?

1 2 3 4 5

C. Do you need to write for your job?

1 2 3 4 5

D. Do you take notes at meetings or during important conversations?

1 2 3 4 5

E. Are you comfortable when you write in English?

1 2 3 4 5

F. Do people ask you to explain what you write?

1 2 3 4 5

G. What kinds of text do you write most for your job?

H. Which of the above do you want to write more easily?

I. What makes writing difficult for you?

GGjs '94

CHASE/NYANA PROGRAM 1994: COMMUNICATIONS SKILLS COURSE

Name: ______________________________ Date: __________________

Please rate yourself in each of the areas listed. **Circle the appropriate number for each category.**

always	usually	sometimes	seldom	never
1	2	3	4	5

OBSERVATION QUESTIONNAIRE

A. I pay attention to contextual cues in conversation.

1 2 3 4 5

B. I can describe how misunderstandings happen without making judgements.

1 2 3 4 5

C. I quickly recognize changes in someone's behavior.

1 2 3 4 5

D. When I have a misunderstanding, I can explain the situation objectively, without emotion.

1 2 3 4 5

E. I learn what to say by listening (paying attention to others' conversations).

1 2 3 4 5

F. I learn how to do new job tasks by watching others.

1 2 3 4 5

G. I learn who I should speak to formally and informally by watching.

1 2 3 4 5

H. I pay attention to when and where people speak about work.

1 2 3 4 5

I. I learn by watching.

1 2 3 4 5

J. I pay attention to when and where people speak about topics that are not related to work.

1 2 3 4 5

K. I recognize when there are different points of view.

1 2 3 4 5

L. I quickly recognize changes in patterns of interaction.

1 2 3 4 5

M. What communicative behaviors could you learn more about by observing?

CHASE/NYANA PROGRAM 1994: COMMUNICATIONS SKILLS COURSE

Name: ______________________________ Date: __________________

Please rate yourself in each of the areas listed. **Circle the appropriate number for each category.**

always	usually	sometimes	seldom	never
1	2	3	4	5

SELF-AWARENESS QUESTIONNAIRE

A. I know when people do not share my beliefs.

1 2 3 4 5

B. I know what I need to improve on without being told.

1 2 3 4 5

C. I know what I am good at without being told.

1 2 3 4 5

D. I recognize when I interpret situations according to my cultural background.

1 2 3 4 5

E. I am sensitive to the cultural differences in conversations.

1 2 3 4 5

F. I recognize when my cultural background influences my reactions to situations.

1 2 3 4 5

G. I can distinguish between values that are a result of my cultural background and personal values.

1 2 3 4 5

H. I know when I make mistakes.

1 2 3 4 5

I. I know when I am not expressing myself clearly.

1 2 3 4 5

J. I know when I do something well.

1 2 3 4 5

K. I know how others respond to me.

1 2 3 4 5

L. What conversational behaviors would like to become more aware of?

CHASE/NYANA PROGRAM 1994: COMMUNICATIONS SKILLS COURSE

Name: ______________________________ Date: __________________

Please rate yourself in each of the areas listed. **Circle the appropriate number for each category.**

always	usually	sometimes	seldom	never
1	2	3	4	5

UNDERSTANDING OTHERS' EXPECTATIONS QUESTIONNAIRE

A. I pay attention to more than the words when someone is speaking to me.

1 2 3 4 5

B. I am good at reading situations.

1 2 3 4 5

C. I check my understanding of what people want by asking for clarification.

1 2 3 4 5

D. I withhold judgement until someone finishes speaking.

1 2 3 4 5

E. I understand what customers want when they do not explain it clearly.

1 2 3 4 5

F. I am good at reading people.

1 2 3 4 5

UNDERSTANDING OTHERS' EXPECTATIONS (continued)

G. I consider what someone means rather than taking their words literally.

1 2 3 4 5

H. I try to figure out what people intend.

1 2 3 4 5

I. I understand what my supervisor expects me to do.

1 2 3 4 5

J. I ask myself why someone says or does not say something.

1 2 3 4 5

K. I read between the lines.

1 2 3 4 5

L. I understand what my colleagues expect me to do.

1 2 3 4 5

M. I can tell when someone has a hidden agenda.

1 2 3 4 5

N. When do you have difficulty understanding expectations of others?

CHASE/NYANA PROGRAM 1994: COMMUNICATIONS SKILLS COURSE

Name: ______________________________ Date: ________________

Please rate yourself in each of the areas listed. **Circle the appropriate number for each category.**

always	usually	sometimes	seldom	never
1	2	3	4	5

CONCENTRATION: MANAGING MULTIPLE TASKS QUESTIONNAIRE

A. While speaking, I perform work tasks accurately.

1 2 3 4 5

B. I can speak to one person at a time comfortably.

1 2 3 4 5

C. I can be involved in two different conversations at the same time, comfortably. (For example, speaking to the customer and a co-worker at the same time)

1 2 3 4 5

D. It is easy for me to concentrate when there is a lot of activity around me.

1 2 3 4 5

E. Describe situations that are difficult for you to concentrate in.

GGjs '94

203

CHASE/NYANA PROGRAM 1994: COMMUNICATIONS SKILLS COURSE

Name: ______________________________ Date: __________________

Please rate yourself in each of the areas listed. **Circle the appropriate number for each category.**

always	usually	sometimes	seldom	never
1	2	3	4	5

ORGANIZATION OF IDEAS QUESTIONNAIRE

A. Do you make outlines before you write or give a speech?

1 2 3 4 5

B. Do you make notes before you write a report or present an idea at a meeting?

1 2 3 4 5

C. Do you take notes on important points while you read or listen to a presentation?

1 2 3 4 5

D. Are you comfortable summarizing your ideas?

1 2 3 4 5

E. Do you introduce your topic, or most important idea when you **begin** to speak at a meeting?

1 2 3 4 5

F. Do you connect your ideas to other peoples' ideas when you speak at meetings?

1 2 3 4 5

G. Is it easy for you to give short and simple explanations?

1 2 3 4 5

H. Do you know when it is important to give a simple and **direct** answer?

1 2 3 4 5

I. Is it easy for you to organize your ideas when you write?

1 2 3 4 5

J. Is it easy for you to organize your ideas when you speak at meetings or give presentations?

1 2 3 4 5

K. In what situations is it most difficult for you to organize your thoughts?

CHASE/NYANA PROGRAM 1994: COMMUNICATIONS SKILLS COURSE

Name: ______________________________ Date: __________________

Please rate yourself in each of the areas listed. **Circle the appropriate number for each category.**

always	usually	sometimes	seldom	never
1	2	3	4	5

DIVERGENT THINKING SKILLS QUESTIONNAIRE

A. I look at situations from many different points of view.

1 2 3 4 5

B. I think of many reasons for someone's behavior.

1 2 3 4 5

C. I look for more than one way to solve a problem.

1 2 3 4 5

D. I do not like to monitor my ideas.

1 2 3 4 5

E. I can find many alternatives to a given situation.

1 2 3 4 5

F. I see more than one side of an issue.

1 2 3 4 5

G. I quickly think of many solutions to problems.

1 2 3 4 5

H. I like to brainstorm.

1 2 3 4 5

I. I combine ideas that are not clearly related.

1 2 3 4 5

J. I see things from different perspectives.

1 2 3 4 5

K. When do you have difficulty thinking of many different ideas?

CHASE/NYANA PROGRAM 1994: COMMUNICATIONS SKILLS COURSE

Name: ______________________________ Date: __________________

Please rate yourself in each of the areas listed. **Circle the appropriate number for each category.**

always	usually	sometimes	seldom	never
1	2	3	4	5

CONFIDENCE IN COMMUNICATION QUESTIONNAIRE

A. I feel comfortable beginning conversations.

1 2 3 4 5

B. I know how to present a problem.

1 2 3 4 5

C. I know what to speak about when first meeting people.

1 2 3 4 5

D. I know when it is my turn to speak.

1 2 3 4 5

E. I know when to end conversations.

1 2 3 4 5

F. I know how to end conversations.

1 2 3 4 5

G. I know how to interrupt politely.

1 2 3 4 5

208

H. I know how to change the topic.

1 2 3 4 5

I. When do you **not** know what to say?

CHASE/NYANA PROGRAM 1994: COMMUNICATIONS SKILLS COURSE

Name: ____________________ Date: ______________

Please rate yourself in each of the areas listed. **Circle the appropriate number for each category.**

always	usually	sometimes	seldom	never
1	2	3	4	5

INITIATIVE QUESTIONNAIRE

A. I am comfortable leading a group.

1 2 3 4 5

B. I share my suggestions with my colleagues.

1 2 3 4 5

C. I try things out without being told.

1 2 3 4 5

D. I am the first person to speak in a meeting.

1 2 3 4 5

E. I share my suggestions with my supervisors.

1 2 3 4 5

F. I feel comfortable sharing my ideas at meetings.

1 2 3 4 5

G. I know when to offer ideas.

1 2 3 4 5

H. Describe situations in which you have difficulty speaking up.

CHASE/NYANA PROGRAM 1994: COMMUNICATIONS SKILLS COURSE

Name: ______________________________ Date: ____________________

Please rate yourself in each of the areas listed. **Circle the appropriate number for each category.**

always	usually	sometimes	seldom	never
1	2	3	4	5

COOPERATION QUESTIONNAIRE

A. I like to work with others.

1 2 3 4 5

B. I am interested in my colleagues.

1 2 3 4 5

C. I offer to help my colleagues.

1 2 3 4 5

D. I want to know my colleagues better.

1 2 3 4 5

E. I like being part of a group at work.

1 2 3 4 5

F. I think of ways I can help when I see someone having a problem.

1 2 3 4 5

G. I know how to be friendly with people at work.

1 2 3 4 5

H. I believe everyone must share responsibility to get the job done.

1 2 3 4 5

I. I know what I can speak about and I know what I should **not** speak about with my co-workers.

1 2 3 4 5

J. I know when it is appropriate to offer help.

1 2 3 4 5

K. I try to get to know the people I work with.

1 2 3 4 5

L. People at work know what my interests are/what I like to do.

1 2 3 4 5

M. I know what I have in common with the people I work with.

1 2 3 4 5

N. I recognize common goals.

1 2 3 4 5

O. In what situations at work are you **least** cooperative?

CHASE/NYANA PROGRAM 1994: COMMUNICATIONS SKILLS COURSE

Name: ______________________________ Date: __________________

Please rate yourself in each of the areas listed. **Circle the appropriate number for each category.**

always	usually	sometimes	seldom	never
1	2	3	4	5

DIPLOMACY QUESTIONNAIRE

A. I know when it is important to listen and when it is important to speak.

1 2 3 4 5

B. I remain even tempered in difficult situations.

1 2 3 4 5

C. I carefully phrase my language to show respect for the person I am speaking to.

1 2 3 4 5

D. I know how to diffuse others' anger.

1 2 3 4 5

E. I can handle delicate situations.

1 2 3 4 5

F. I am a good mediator.

1 2 3 4 5

G. I am able to adjust my style of communication to whom I speak, easily.

1 2 3 4 5

H. I know how to be tactful.

1 2 3 4 5

I. I listen to and acknowledge other people's opinions regardless of my own views.

1 2 3 4 5

J. I know when it is important to be diplomatic.

1 2 3 4 5

K. In what situations is it difficult for you to be diplomatic?

CHASE/NYANA PROGRAM 1994: COMMUNICATIONS SKILLS COURSE

Name: ______________________________ Date: ________________

Please rate yourself in each of the areas listed. **Circle the appropriate number for each category.**

always	usually	sometimes	seldom	never
1	2	3	4	5

INTEGRATION INTO CORPORATE CULTURE QUESTIONNAIRE

A. I feel comfortable at work.

1 2 3 4 5

B. I understand what is expected of me at work.

1 2 3 4 5

C. I am confused by workplace rules.

1 2 3 4 5

D. I am surprised by how people act at work.

1 2 3 4 5

E. I "fit in" at work.

1 2 3 4 5

F. I am positive about things at work.

1 2 3 4 5

G. I know what the implicit rules of behavior are at my branch.

1 2 3 4 5

H. In what situations are you **not** comfortable at work?

CHASE/NYANA WORKPLACE LITERACY PROGRAM 1994 – CYCLE 2
CLASS ROSTER – JULY 1994

NAME	Session 17 7/5	Session 18 7/7	Session 19 7/12	Session 20 7/14	Session 21 7/19	Session 22 7/21	Session 23 7/26	Session 24 7/28
1. Teodoro Andrade								
2. Christina Becker								
3. Margarita Blanco								
4. Leo Dikstein								
5. Blanca Escudero								
6. Gerard Fidele								
7. Harry Ho								
~~8. Igor Kofman~~								
9. Daphne Maitland								
10. Esperanza Orellana								
11. Youssef Salleb								
12. Jessie Sha								
13. Mila Shanoff								
14. Ana Suarez								
15. Fan Tam								
16. Betty Valle								
17. Marcia Williams								
18. Dimitriy Zverinskiy								

Chase/NYANA Communications Course 1994
Student Program/Teacher Assessment Questionnaire (SATISFACTION SURVEY.

Please read the following statements and rate according to the key.
1 = strongly agree 2 = agree 3 = unsure 4 = disagree 5 = strongly disagree

1. I feel better about my communication skills than I did before I started this program.

   1 2 3 4 5

2. At work, I have been able to use the communication "tools" I learned in class.

   1 2 3 4 5

3. On the job, I have had opportunities to practice what I learned in class.

   1 2 3 4 5

4. I have learned how to communicate more effectively at work.

   1 2 3 4 5

5. I have become aware of the communication skills I need to continue working on.

   1 2 3 4 5

6. My teacher gave me the guidance and support I needed.

   1 2 3 4 5

7. My teacher provided me with the tools I needed to improve my communications skills.

   1 2 3 4 5

8. My teacher encouraged me to speak up in class and on the job.

   1 2 3 4 5

9. This program addressed my specific individual needs in communication.

   1 2 3 4 5

10. My teacher provided class activities which focused on job-related communication skills.

    1 2 3 4 5

11. My teacher linked what we learned in class to my job situation.

    1 2 3 4 5

Student Program/Teacher Assessment Questionnaire - page 2

Please rate this course in the following areas:

1.	Role Play:	Too Much	Just Right	Not Enough
2.	Pronunciation:	Too Much	Just Right	Not Enough
3.	Speaking Practice:	Too Much	Just Right	Not Enough
4.	Homework:	Too Much	Just Right	Not Enough
5.	Oral Presentations:	Too Much	Just Right	Not Enough
6.	Individual Attention:	Too Much	Just Right	Not Enough
7.	Group Work:	Too Much	Just Right	Not Enough

During this course my communication skills improved:

A lot Somewhat Very Little

Student Program/Teacher Assessment Questionnaire - page 3

What did you like the most about this course?

What did you like the least about this course?

What could we do to improve this course?

What could we do to improve this program?

Would you recommend this program to a colleague at work? Why?

Cycle: ____________

Chase/NYANA Workplace Literacy Program 1994

Teacher Evaluation of Program

1. Briefly describe your student population; positions and needs for English on the job.

2. Given the population, how did you direct the class towards improving their workplace communication? What do you see as the goals for the course for *your* students in terms of competencies? Which competencies did you address most?

   Which competencies did you address least?

3. Describe the teaching methods and techniques you used.

4. What were the most effective parts of this program in terms of IEPs, curriculum, class activities (role-plays, video feedback, observations, cross-cultural exercises, etc.)? Explain why they were effective in terms of your students' needs.

5. Describe how you individualized and integrated IEP objectives into the course.

6. In planning your lessons, how did you use the curriculum? Where was it most helpful? Which parts, units, sessions would you eliminate if you could teach this group again?

7. How did you integrate language, (i.e. grammar, vocabulary) into your daily lessons?

8. Explain how you addressed pronunciation problems. Which were the most effective methods and materials?

9. What were the best units of the curriculum for your class's needs?

10. What were the best lessons? Why?

11. Which 5 to 10 class activities or assignments were students most responsive to?

12. Were the texts useful? Explain.
Which of these or others would you recommend?

13. What would you do differently if you taught this course again? Why? Which activities would you do more of? Which would you do less of or leave out?

14. How could the curriculum be more useful?

15. In retrospect, what do you think would be helpful in preparing a teacher who is teaching this course for the first time? What kind of information and what kind of feedback was most useful to you?

16. How was training/supervision helpful and how could it be improved?

17. Have you changed as a teacher as a result of this program? How?

18. What kind of support, training or knowledge would you need to be prepared to teach another workplace literacy class?

19. Was there anything that surprised you about this program? What did you not anticipate?

20. Do you have any other comments or suggestions regarding this program?

Questions for meeting with teachers in final meeting:

1. Where did your students make the greatest changes?

2. Where was there the least movement?

3. What aspects of teaching this course did you enjoy the most?

4. What was the most challenging aspect of teaching this course?

CHASE/NYANA COMMUNICATIONS COURSE 1994
MANAGER FINAL EVALUATION SURVEY

Name of Employee: ______________________

Branch/Department: ______________________

1. Is the individual named above still a Chase employee? (Please Check)

   Yes ____ No ____

   If yes, (still employed) has the employee been promoted?

   Yes ____ New Title: ______________

   No ____

   If no, does the employee remain in the same position or same level of job function?

   Same position ______

   Same level of position ______

   If so, please explain new role and job function. ______________

2. Have you managed this individual throughout the entire cycle (the past six months)?

   Yes ____ No ____

3. How many times was the employee absent during the last six months?

   Number of times ______

4. How often was the employee late for work during the last six months?

Number of times _______

5. Has the employee received any positive customer comments?

Yes ______ No ______

6. If yes, briefly describe the nature of the comments:

7. Has the employee received any customer complaints?

Yes _____ No ______

8. If yes, briefly describe the nature of the complaints:

9. a) Please use the rating scale below to rate the amount to which the NYANA participant's performance has improved (1= "not at all", 5= "a great deal"):

1 2 3 4 5

b) If there is improvement in your participant's performance on the job, how has it impacted on the performance of the unit?

Appendix G: Evaluation Instruments

End of Course Ratings of Individualized Areas of Instruction Forms:

-- Manager's Form

-- Student's Form (Final IEP, Part I)

-- Teacher's Form (final IEP, Part I)

CHASE/NYANA COMMUNICATIONS SKILLS PROGRAM 1994
END OF COURSE RATING OF INDIVIDUALIZED AREAS OF INSTRUCTION

Communications skills instruction for has focused on five specific skills. Please rate the degree of improvement and specify job tasks in which there has been a change in this skill.

I. Ability to use correct grammar in order to communicate more effectively at work.

1	2	3	4	5
Greatly improved		**Improved**		**Have Not Improved**

Job Tasks: *(For example, have you noticed a change in ability to more accurately give explanations, provide information, communicate errors, speak with customers or write messages?)*

II. Ability to use proper pronunciation, articulate word endings and use slower speech in order to communicate more effectively in a business environment.

1	2	3	4	5
Greatly improved		**Improved**		**Have Not Improved**

Job Tasks: *(For example, have you noticed if is more easily understood when he gives explanations, provides information, communicates errors or speak with customers/ expense arrivals?)*

END OF COURSE RATING OF INDIVIDUALIZED AREAS OF INSTRUCTION:

III. Ability to listen for specific information in order to interact more efficiently at work

1	2	3	4	5
Greatly improved		**Improved**		**Have Not Improved**

Job Tasks: *(For example, have you noticed a change in ability to ask relevant questions, understand customers' requests and information given by coworkers and supervisors?)*

____

____

____

IV. Ability to understand vocabulary when reading workplace texts.

1	2	3	4	5
Greatly improved		**Improved**		**Have Not Improved**

Job Tasks: *(For example, have you noticed a change in ability to review invoices or other documents?)*

____

____

____

V. Ability to ask for clarification and get necessary information in a diplomatic manner

1	2	3	4	5
Greatly improved		**Improved**		**Have Not Improved**

Job Tasks: *(For example, have you noticed a change in ability to use appropriate and polite language to ask questions and request help?)*

____

____

____

CHASE/NYANA COMMUNICATIONS SKILLS PROGRAM 1994
FINAL INDIVIDUALIZED EDUCATION PLAN

PART I: *ASSESSMENT FORM*

Review your mid-course IEP and list each competency and objective. For each objective rate your improvement from 1 - 5. For each objective answer the questions below to describe the results you have achieved. ***Complete for all mid-course IEP objectives.***

I. Competency: ______________________________

Objective: ____

____

Rating:	1 Objective Fully Achieved	2	3 Improved	4	5 Have Not Improved

Results achieved:

What work tasks do you do differently as a result of improvement in this area? How do you know?

What different reactions do you get from others?

CHASE/NYANA COMMUNICATIONS SKILLS PROGRAM 1994
FINAL INDIVIDUALIZED EDUCATION PLAN

II. Competency: ______________________________

Objective: ____

____

Rating:	1 Objective Fully Achieved	2	3 Improved	4	5 Have Not Improved

Results achieved:

What work tasks do you do differently as a result of improvement in this area? How do you know?

What different reactions do you get from others?

CHASE/NYANA COMMUNICATIONS SKILLS PROGRAM 1994
FINAL INDIVIDUALIZED EDUCATION PLAN

III. Competency: ______________________________

Objective: ____

____

Rating:	1	2	3	4	5
	Objective Fully Achieved		Improved		Have Not Improved

Results achieved:

What work tasks do you do differently as a result of improvement in this area? How do you know?

What different reactions do you get from others?

CHASE/NYANA COMMUNICATIONS SKILLS PROGRAM 1994
FINAL INDIVIDUALIZED EDUCATION PLAN

IV. Competency: ______________________________

Objective: ____

____

Rating:	1 Objective Fully Achieved	2	3 Improved	4	5 Have Not Improved

Results achieved:

What work tasks do you do differently as a result of improvement in this area? How do you know?

What different reactions do you get from others?

CHASE/NYANA COMMUNICATIONS SKILLS PROGRAM 1994
FINAL INDIVIDUALIZED EDUCATION PLAN

Part II: *COMPETENCY RATING SHEET*

Please rate your ***improvement*** *in each of the competencies listed. Please spend no more than two minutes. Circle the appropriate number for each category.*

1	2	3	4	5
Much Improvement		Some Improvement		No Improvement

1.	Oral Comprehension	1	2	3	4	5
2.	Oral Production	1	2	3	4	5
3.	Reading Comprehension	1	2	3	4	5
4.	Written Production	1	2	3	4	5
5.	Organization of Ideas	1	2	3	4	5
6.	Non-Verbal Communication	1	2	3	4	5
7.	Para-Verbal Communication	1	2	3	4	5
8.	Observation	1	2	3	4	5
9.	Self-Awareness	1	2	3	4	5
10.	Concentration: Managing Multiple Tasks	1	2	3	4	5
11.	Divergent Thinking Skills	1	2	3	4	5
12.	Confidence in Communication	1	2	3	4	5
13.	Initiative	1	2	3	4	5
14.	Understanding Others' Expectations	1	2	3	4	5
15.	Diplomacy	1	2	3	4	5
16.	Cooperation	1	2	3	4	5
17.	Integration into Corporate Culture	1	2	3	4	5

CHASE/NYANA COMMUNICATIONS SKILLS PROGRAM 1994
FINAL INDIVIDUALIZED EDUCATION PLAN

Part III: *INDIVIDUALIZED PLAN FOR CONTINUED LEARNING*

Create a plan for continuing to improve your communications skills and develop yourself professionally.

1. **Competency:**

    Objective:

    Plan of action to achieve objective:

    How will you know when you achieved this objective?

2. **Competency:**

    Objective:

    Plan of action to achieve objective:

    How will you know when you achieved this objective?

236

CHASE/NYANA COMMUNICATIONS SKILLS PROGRAM 1994
FINAL INDIVIDUALIZED EDUCATION PLAN

3. **Competency:**

Objective:

Plan of action to achieve objective:

How will you know when you achieved this objective?

237

CHASE/NYANA COMMUNICATIONS SKILLS PROGRAM 1994
FINAL INDIVIDUALIZED EDUCATION PLAN
TEACHER FORM

I. **Competency:** ________________________________

Objective: ____

____

Rating:	1 Objective Fully Achieved	2	3 Improved	4	5 Have Not Improved

Describe results achieved:

What have you seen this student do differently (class activities or assignments...) as a result of improvement in this area?

CHASE/NYANA COMMUNICATIONS SKILLS PROGRAM 1994
FINAL INDIVIDUALIZED EDUCATION PLAN
TEACHER FORM

II. Competency: ________________________________

Objective: ____

____

Rating:	1	2	3	4	5
	Objective Fully Achieved		Improved		Have Not Improved

Describe results achieved:

What have you seen this student do differently (class activities or assignments...) as a result of improvement in this area?

CHASE/NYANA COMMUNICATIONS SKILLS PROGRAM 1994
FINAL INDIVIDUALIZED EDUCATION PLAN
TEACHER FORM

III. Competency: ______________________________

Objective: ____

____

Rating:					
	1	2	3	4	5
	Objective Fully Achieved		Improved		Have Not Improved

Describe results achieved:

What have you seen this student do differently (class activities or assignments...) as a result of improvement in this area?

CHASE/NYANA COMMUNICATIONS SKILLS PROGRAM 1994
FINAL INDIVIDUALIZED EDUCATION PLAN
TEACHER FORM

IV. Competency: ______________________

Objective: ____

____

Rating:	1 Objective Fully Achieved	2	3 Improved	4	5 Have Not Improved

Describe results achieved:

What have you seen this student do differently (class activities or assignments...) as a result of improvement in this area?